

Usual view is that anything like media is a function of history. Broadcasting started with Wilson. The opposite approach, that history is a function of the media is the point of Innis and McLuhan. Innis himself is a historian. History and wars and literacy are somehow products of the media.

These 2 men seem to have understood the nature and meanings and power of communications media in many respects better than anybody else. Innis sees communications media as shapers, not products of government and culture. He sees all media as biased in space and in time. He sees or identifies mass media as natural resources. Later on he began to have some other feelings when he became ill. He became increasingly anti-American and was concerned particularly with American journalistic practices especially in advertising which were endangering national survival.

Communications media since the advent of printing have pressed for nationalism and war rather than peace.

Bias theory. Only rarely do other media counteract bias. To simplify, Western civilization has been profoundly shaped by communication. Communication has shaped the very life we live, and with the dominance of a certain medium, dominance of certain characteristics.

Concepts of time and space reflect the significance of media to civilization. The media that emphasize time are those which are durable in character, like parchment, clay, stone. The media that emphasize space are apt to be less durable like paper. They are suited to wide spaces and trade. Decentralization and hierarchical - time; centralization - space.

With TV we have an evanescent medium. It has no duration in time, only in space. So as a civilization we begin to neglect history, time-based disciplines, and be concerned with space-based concerns.

Prior to any writing was oral or tribal culture. The character of Socrates was through spoken word. He was the last great exponent of the oral tradition. Aural and oral media pressed for change, but the print media press for status quo, resists change.

With the coming of papyrus, shift from absolute monarchy. Shift from stone. Secularization of writing. Spread of writing destroyed oral tradition.

The lessons of the oral culture are what we should be reading in a print culture in order to know what steps to take.

✓ Secretaries used to be religious. Now business.

Paper supported the growth of trade and of cities.

Whenever a new medium comes along it starts out with what

health and change.

Cherry

3. Most of the effects of such electronic media as radio and TV are noncontent effects. Irrationality now dominates the media. Not the mind but the senses.

4. Communication and transportation are now largely interchangeable.

5. The urgent need for media research and courses as immediate protection against media fallout.

Low definition - sound medium like radio. You complete it yourself subjectively.

High definition - leaves you very little to do, like film. You serve as the mechanism to complete film.

Radio and TV are hot media. Radio welded Italy and Germany together. Same effect in Cuba. But when Castro appeared on TV people began to yawn.

Deane says UN should be careful about dropping something like radio where confusion reigns. Maybe withhold radio and give them TV to cool them off.

McLuhan feels that form and content are inseparable but that content is not too important. It is difficult for people to see painting as content itself. (Media and painting; Chinese and TV.)

With print we are trained to be intellectual, not emotional. The new media disturb the whole organism, not only the mind. At this stage the nonverbal. It is the lessons being taught unconsciously. The media create and define what we should do. By its existence the cable created millions of things to say.

Richard Myers has picked up some of McLuhan. You can meet a natural resource need by communication.

Print so blinded us, trained us, disciplined us that we are now unable to cope. It trained us to be intellectual men. Gradually, one at a time. But now we are asked to cope all at once. This is the gist of Luttenberg Galaxy.

History - all that not recorded was history. Everything else got lost. The bias of what was recorded as history.

TV - the oral reborn, the global village, the new tribalism. For the new media we need controls. The contempt of the manipulators for their own products. McLuhan resents this. The danger of passivity.

Though we think of mass media as communications channels, not all that flows through them is communication. It may be brainwashing or blocking of communication.

With the new media what we receive is mostly sensory.
Cherry is also concerned about our inability to control media
which are causing the whole individual to resonate. (Was he
also influenced?)

File -
McLuhan Project
HBB

November 16, 1962

Mr. Marshall McLuhan
Department of English
St. Michael's College
University of Toronto
Toronto 5, Canada

Dear Marshall:

Under separate cover, I am forwarding your copy of Understanding Media. I am happy that we were able to return it to you this soon, since I had anticipated some delay; however we received a prompt answer from the USOE.

Although there has been a considerable amount of revision and expansion on the manuscript, we still feel that there should be a credit in the front of the book to the fact that preliminary work on the book was done under an NDEA Title VII grant to the NAEB. If you should have any trouble with McGraw-Hill, please let us know. Possibly we can be helpful in some way.

Seth Spaulding at the USOE thought the manuscript very impressive. Thanks for sending it along right away.

Cordially,

Harold E. Hill
Vice President

mlm



ST. MICHAEL'S COLLEGE
UNIVERSITY OF TORONTO
TORONTO 8, CANADA

DEPARTMENT OF ENGLISH

29 Wells Hill Ave
Toronto 4
Oct 18/62

Dear Harold

The USOE stand seems to me quite reasonable, so I shall send the new version of Und. media along to you for their inspection. It now includes 20 media plus several theory chapters and no charts. It is an entirely new job representing much extra work and many new discoveries - the whole job is now done on basis of ~~the~~ media as extensions of (a) physical organs like hands, feet, gut, teeth. (b) extension of central nervous system, as with all electric forms. It is the latter that created the new age of communication.

I have only the one carbon, so rely on you to get it back to me Harold. would appreciate your checking with USOE



from

NATIONAL ASSOCIATION
OF EDUCATIONAL BROADCASTERS

1346 Connecticut Ave., N. W., Washington 6, D. C.

November 2, 1962

Dear Dr. Spaulding:

Enclosed is the manuscript which Mr. Hill discussed with you this morning. He failed to mention that this is Mr. McLuhan's only copy and therefore, Mr. Hill would like this back when you are through with it.

Sincerely,

Mary Lynn Moody
Secretary to Harold Hill

whether they insist on prefatory
acknowledgement concerning their
role in und. media. McEraw-Hale
would not be happy about it. They
wont even permit quotes except
for violent disagreement!

Regards

Marshall

McLuhan file

June 2, 1961

Dr. Lee S. Dreyfus
Assistant Director
Radio and Television
Wayne State University
Detroit 2, Michigan

Dear Lee:

Reference is made to your letter of May 26 in which you request information regarding the payment for the kinescope made in connection with the McLuhan project.

Actually, I suspect that this problem has already been solved, and that the Detroit Educational Television Foundation has already received the check. However, in order to avoid any further complications, I will attempt to explain what has happened.

Apparently the check that we issued in payment of this bill originally (and this was done shortly after the presentation of the bill) was somehow lost, either in the mail or after it arrived in Detroit. We were able eventually to determine this was the case, and we have stopped payment on that original check and have issued a new one in its place. It is this new check which should have by now arrived in Detroit.

I think this probably clears up the entire matter, but if there is still any question, or if the check has not arrived, please let me know and we will continue to work on this problem. Incidentally, I appreciate your kind offer for Wayne State to underwrite this expense if it became absolutely necessary.

Cordially,

Harold E. Hill
Administrative Vice President

HEH:klp
Dictated but
not signed



WAYNE STATE UNIVERSITY

RADIO AND TELEVISION

DETROIT 2, MICHIGAN

May 26, 1961

RECEIVED
NAEB HEADQUARTERS

MAY 29 1961

AM PM
7 8 9 10 11 12 1 2 3 4 5 6

Mr. Harold E. Hill
Administrative Vice-President
NAEB
DuPont Circle Building
1364 Connecticut
Washington, D. C.

Dear Harold:

Enclosed are verifax copies of correspondence and billing in connection with the making of the kinescope entitled "Gutenberg Galaxy." This, as you remember, was the kine made here a year ago with Professor Marshall McLuhen.

The billing involves the cost of the use of the video tape recorder and even the rental of video tape up to the time of the making of the kinescope. This sums up \$64.80. The other bill is the actual kinescoping costs with a negative and three prints. This amounts to \$503. The total of both brings this to \$567.80. Wayne State provided all in-studio and production costs of the taping and kinescoping. Consequently, this entire bill should be paid out of those funds.

It is my understanding that of the three prints the following distribution was made. One print was for Professor Robert Shafer of the College of Education here at Wayne State, and the other two were sent to the NAEB. I also somehow have the notion that one of those two were given to the Office of Education, but I am not certain. Of course, the NAEB and the particular funds involved should not pay for a print for the Professor of Education here at Wayne. He, however, says that the amount of money for his one print was sent to the NAEB sometime this past year. Consequently, his funds have already been put into the NAEB funds and now the total bill would justifiably come from this account.

I realize, with the amount of time that has gone by, that there is a possibility that you do not have these funds for that account; and this has me quite concerned. Would you let me know whether or not this bill can be paid from the project grant and if the funds from Professor Shafer were received in Urbana and also the disposition of the two kinescopes which were supposedly sent to the NAEB. Please understand my

Mr. Harold E. Hill
May 26, 1961
Page 2

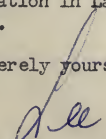
confusion since I was, in effect, working as a middleman as the production center in this matter. Since some time has elapsed from then until now, I do not remember who did what to whom and for how much.

I realize that one of the things that tied this up is that the original billing came to Wayne to be paid by Wayne University. We then had the billing remade to be paid by the NAEB Media Research Project, attention of Professor McLuhan. All of this delayed it in such a manner that it was sometime in September before the bills arrived. I am sure that this was part of the confusion involved.

Our Educational Television Foundation is on an extremely limited budget and is almost in a precarious position from a financial point of view. Consequently, I am most concerned that in no way should this project, which involved the NAEB, Marshall, and Wayne State University, cost the Detroit Educational Television Foundation. Please see if you can check on this for me and what the situation is for having the bill paid.

Though I may be leaving myself wide open, I think I know you well enough to say that in the event this cannot be paid at this point by the NAEB, Wayne State University will stand these costs. Despite our budgetary situation in Lansing, we cannot afford to have the DETF suffer any loss here.

Sincerely yours,


Dr. Lee S. Dreyfus
Assistant Director
Radio and Television

LSD/jam

Enclosure

CC: G. Fearnley, M. McLuhan, R. Shafer



ST. MICHAEL'S COLLEGE
UNIVERSITY OF TORONTO
TORONTO 5, CANADA

DEPARTMENT OF ENGLISH

RECEIVED
NAEB HEADQUARTERS

APR 26 1961

THIRD OF APRIL 1961

April 26, 1961

Prof. H.M. McLuhan
St. Michael's

Gail Fearnley
Business Mgr.
DETF - WTVS

Dear Gail Fearnley:

Apropos of Invoice No. ko-70 and v-9, there has been some confusion somewhere.

My Project closed down a year ago, or at any rate in June, 1960. All bills then and later were paid by the NAEB from my Project grant. No bills whatever were left unattended.

Extra prints of the GUTENBERG GALAXY may have been ordered without my knowledge. Bob Shafer at the School of Education at Wayne State ordered and paid for at least one.

Have you been into this matter with Dr. Lee Dreyfus. All my dealings have been with him, and until your letter which I received today, I was unaware of any matters outstanding.

I am sending a copy of this letter, and your invoices, to Dr. Harold Hill of the NAEB, 119 Gregory Hall, Urbana, Illinois.

Sincerely yours,

Marshall McLuhan

yes

McLuhan

November 7, 1960

Mr. M. C. Monaghan
Department of National Revenue
Taxation Division
Room 501
MacKenzie Building
Adelaide Street, East
Toronto 1, Ontario, Canada

Dear Mr. Monaghan:

In answer to your letter of October 27 concerning Dr. H. Marshall
McLuhan the answers to your questions are as follows:

- (1) The total amount of the grant actually paid to Dr.
McLuhan was \$12,500. This was for the period September
1959 - June, 1960.
- (2) This amount was payable on a monthly basis.
- (3) The monthly payments during 1959 amounted to \$5,000.

We hope this information will be of help to you.

Sincerely,

(Mrs.) Rose Schmidt
Staff Associate

RS:j1



10/27/60
Please quote this reference

M.C. Monaghan
Room 501

DEPARTMENT OF NATIONAL REVENUE - TAXATION DIVISION

TORONTO 1, ONT.

MACKENZIE BLDG.
ADELAIDE ST. E.

TEL.: EMPIRE 2-6211

October 27, 1960.

Dr. Harold Hill,
Associate Director,
NAEB, 14 Gregory Hall,
University of Illinois,
Urbana, Illinois, U.S.A.

Dear Sir:

Re: H. Marshall McLuhan,
96 St. Joseph Street,
Toronto 5, Ontario.

This will acknowledge receipt of your letter dated October 3, 1960, and we wish to thank you for the information contained therein.

Further to this, would you please advise this office as to the following:

1. The total amount of the grant actually paid to H. Marshall McLuhan and the date of payment. *12,500. Sept 30-1957 through June 30-1960.*
2. Whether or not this amount was a lump sum payment or payable on a monthly basis. *Monthly*
3. Should this grant be payable on a monthly basis rather than in a lump sum payment, what portion was paid to Mr. McLuhan during 1959. *5,000*

Please direct your reply to the attention of the above noted assessor.

Yours faithfully,

[Signature]
for Chief Assessor.

MCM/ns

McLuhan

October 25, 1960

Office Equipment Company of Canada, Limited
Corner Beaver Hall Hill and LaGauchetiere
Montreal, Quebec

Gentlemen:

On September 30 you sent a statement in the amount of \$35.10 to Professor McLuhan in Toronto. If you will check your records, you will find that on July 25 we sent you a check in the amount of \$119.12 which covered the above mentioned \$35.10 plus an added bill of \$78.35. Also included was \$5.67 for the exchange rate.

We hope this information clarifies your records and that our account be considered paid in full.

Sincerely,

(Mrs.) Rose Schmidt
Staff Associate

RS:jl

Enclosure

CC: Mr. Joseph Keogh

Copy of the statement dated Sept. 30

RECEIVED
NAEB HEADQUARTERS

OCT 15 1960

AM
7 8 9 10 11 12 1 2 3 4 5 6 PM

Oct. 13, 1960
Toronto

Dr. Harold Hill

Dear Sir:

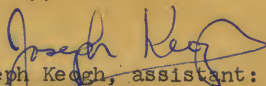
Dr. McLuhan wants these invoices and statement sent to you.

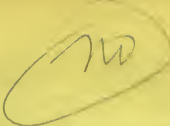

Our former assistant's records show these amounts paid. Nevertheless we got this new invoice, Sept. 30, reaching us only today.

Do your records also show payment for 13538 and 13613? If so, please indicate to Montreal.

We enclose our last official copies of the invoices, so you now have all the records concerned on these two matters.

Sincerely,


Joseph Keogh, assistant:
for H.M. McLuhan



Mailing Address:
119 Gregory Hall
Urbana, Illinois

October 24, 1960

Dr. H. M. McLuhan
96 St. Joseph Street
Toronto 5, Ontario, Canada

Dear Marshall:

Robin Harris delivered your note safely. Thanks for the excellent column of Phil's. Not aware of, or attending Columbus conference October 28-29. Just phasing out here. But our Convention was a real dandy.

See you sometime. Did you see Report on your Project? OK?

Sincerely,

Harry J. Skornia
President

HJS:mr

CC: Mr. William G. Harley

Monday, Oct. 17

Toronto

Dear Harry,

My friend Robin Harris leaves for the NAEB today, and has offered to take this with him. It's just possible that the Philip Deane piece a propos of television and the elections may be of some use to you at some point in the convention. Deane and I are working up a series on the new electorate.

One peculiarity of TV is that when a man stands in front of a TV camera, he cannot represent a party or a country. The TV image simply strips off those dimensions, unlike movie or press photography. In the same way, Eisenhower can meet one head of a state at a time according to protocol; but if ten heads arrive at once he cannot even meet them as president of the United States. They are just so many guys meeting in a hotel. This is characteristic of electric media as such. They do not address an audience, but include it in the image.

One basic aspect of the new electorate, thanks to TV, is the shift away from consumer values. This is mistaken for the new conservatism. TV compels a do-it-yourself attitude which is not at all the same as individualism in the older sense.

A lot has been happening on the media front. Hope to see you at the Columbus conference Oct. 28-9. Getting back onto campus has not proved very easy, but I do wish I could have gone out to San Francisco.

Warm regards,

Marshall

Explanation of Overhead
USOE GRANT # 711058

The proposal for the contract, and the actual budget in the contract when let, indicated that the NAEB's contribution to this project would consist of the following:

50 man-days of consultation contributed by NAEB Research Committee \$ 5,000
members @ \$100 a day

Printing and duplicating expenses 500

Tape duplication expense 400

The attached photo of a letter, dated October 9, 1959, from Barry J. Skornia (then Executive Director of the NAEB) to Dr. C. Walter Stone (then Director, Educational Media Branch, USOE), indicates, in the second paragraph, an example of the time contributed by the NAEB Research in one meeting devoted to this project. This meeting was held September 22-24, 1959. In addition another meeting of the committee was held, to discuss this project, October 26-28, 1959. Subsequently, Dr. Marshall McLuhan, the Chief Investigator for the project, had separate, individual meetings with various members of the committee. In addition, each step of the project (and the resulting reports and papers relative thereto) were reviewed by the committee members, by mail, and their reactions elicited. In all, during the course of the project, the members of the NAEB Research Committee contributed many more than 50 man-days to the project.

Printing and duplicating equivalents resulted from time and materials expended in the NAEB Headquarters in the preparation of forms, preliminary reports, and the final report.

The NAEB Radio Network duplicated several hours of sample material and test materials for Dr. McLuhan's use in carrying out the testing phases of his project. Time of the Network staff, plus tapes, was contributed to this project.

Date: _____

Submitted by: _____

Harold E. Hill, Vice President

November 22, 1960

Dr. H. M. McLuhan
29 Wells Hill Avenue
Toronto 10, Ontario, Canada

Dear Marshall:

I am enclosing some materials which I believe will be helpful to you in connection with clarifying the status of your project to the satisfaction of the income tax people.

You might wish to call their attention to the statement on the first page (after the covering letter) of the mimeographed document from the USOE. You'll notice that in the first sentence it says that grants may be made for "research and experimentation in more effective utilization of television, radio, motion pictures, and related media from educational purposes."

I have also enclosed a "To Whom It May Concern" statement which may or may not be of help to you.

Hope this does the job, but if you need anything else you think we can supply, just let me know.

Cordially,

Harold E. Hill
Administrative Vice President

HEH:jl
Enclosures

*To Whom It May Concern, Letter
U.S. Dept of HEW, memo on Title VII
Photo copy of letter of acceptance of grant*

November 22, 1960

To Whom It May Concern:

This is to certify that Dr. Marshall McLuhan was the recipient of a grant under the National Defense Education Act to carry on a research project in the understanding of new media.

This grant was made by the United States Office of Education through the National Association of Educational Broadcasters, and Dr. McLuhan's role was that of an educator engaged in research and experimentation in an effort to better define the role of the new media in understanding and education.

Sincerely,

Harold E. Hill
Administrative Vice President

HEH:j1

Contract -
Farms -



RECEIVED
NAEB HEADQUARTERS

ST. MICHAEL'S COLLEGE
UNIVERSITY OF TORONTO
TORONTO 5, CANADA

NOV 22 1960

AM PM
7 8 9 10 11 12 1 2 3 4 5 6

DEPARTMENT OF ENGLISH

NOV 19/60

Dear Harold

Income Tax people here don't feel that my income last year was result of educational grant. See me in category of hired professional Consultant. Need is for ocular evidence of Title VII matters as educational research. Me as educator involved in educational research.

Could you lend me a package of Title VII conditions and US Office of Education contract, and whatever you think bears out my role as educational researcher and experimenter. Perhaps a statement

from you, if that's not too much
bother. They are really going to try to
clip me for quite a link both
this year and next. But if satisfied
that I was engaged in educational
research, all is serene.

Many Thanks for any help
Harold.

Regards Marshall.

McLuban

November 21, 1960

Mr. Ross McLean
Board of Broadcast Governors
Edifice Transportation Building
48 Rideau
Ottawa, Ontario, Canada

Dear Mr. McLean:

Thank you for your letter of November 16.

Under separate cover we are sending you a copy of Dr. McLuban's report on "Understanding Media." There is a charge of \$3.00 for this report and we have enclosed a bill in duplicate.

I am sorry we have no additional information about the project. We sincerely hope you will find the information you want within the report itself.

Thank you very much for your interest.

Sincerely,

(Mrs.) Rose Schmidt
Staff Associate

GRS:jl

Selling forms

BOARD OF BROADCAST GOVERNORS
BUREAU DES GOUVERNEURS DE LA RADIODIFFUSION

RECEIVED
NAEB HEADQUARTERS

EDIFICE TRANSPORTATION BUILDING
48 RIDEAU
OTTAWA

Chairman—Président
ANDREW STEWART

NOV 18 1960

AM 7:8:9:10:11:12:1:2:3:4:5:6 PM

November 16, 1960.

Vice-Chairman—Vice-Président
ROGER DUHAMEL

Full-time Member
Membre permanent
CARLYLE ALLISON

OUR FILE: 201 - Research/Div.

Dr. Harold E. Hill,
Vice-President,
National Association of Educational Broadcasters,
14 Gregory Hall,
Urbana, Illinois.

Dear Dr. Hill,

I wrote Marshall McLuhan the other day to ask where I might get a copy of his recent report - or reports - on Television and Society, and he told me I might obtain a mimeograph copy from your office. I should be grateful if you could send me one - and if there is a charge for it, would you send along a bill so that I might arrange the necessary payment. I should also welcome any additional information you might be able to send about your "Project in understanding New Media."

With many thanks,

Yours sincerely,

Ross McLean

Ross McLean.

Part-time Members
Membres à temps partiel
JOSEPH F. BROWN
Vancouver

MRS. MABEL G. CONNELL
Prince Albert

EMLYN DAVIES
Toronto

EUGENE A. FORSEY
Ottawa

EDWARD DUNLOP
Toronto

GUY HUDON
Quebec

IVAN SABOURIN
Iberville

MRS. R. G. GILBRIDE
Montreal West

COLIN B. MACKAY
Fredericton

ROY D. DUCHEMIN
Sydney

R. LOUIS BURGE
St. Peters Bay

LESLIE M. MARSHALL
St. John's

File - McLuhan Project *File #1* *Photos to H.J.S.*
Harley

DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON 25, D. C.

DEC 8 1960

Dr. Harry J. Skornia
President
National Association of
Educational Broadcasters
119 Gregory Hall
Urbana, Illinois

Grant No: 711058

Dear Dr. Skornia:

We were pleased to receive one hundred copies of your final report describing the research project entitled "Understanding Media," under your direction.

The Office of Education is happy to have been of assistance to you in conducting research in the educational uses of new media of communication.

To help make your report available to educators and researchers throughout the country, copies have been forwarded through the Government Document Expediting Project of the Library of Congress to depository libraries from which it will be available on interlibrary loan.

Sincerely yours,

Roy M. Hall
Roy M. Hall
Assistant Commissioner
for Research

cc: Dr. H. Marshall McLuhan

711
m
December 21, 1960

Mr. Ross McLean, Research Director - Programs
Board of Broadcast Governors
Edifice Transportation Building
48 Rideau
Ottawa, Ontario, Canada

Dear Mr. McLean:

Thank you for your letter of December 14.

I am deeply sorry that the McLuhan report on "Understanding Media" has not reached you. Our records show that it was sent on November 21 so it has evidently been lost in the mail or is extremely slow in clearing customs.

We are sending you another copy today and we certainly hope that you receive it in a reasonable length of time. If you do not, please let me know. We are certainly unhappy that this matter has caused you so much inconvenience.

Our very best wishes to you for the coming holiday season.

Sincerely,

(Mrs.) Rose Schmidt
Staff Associate

rs:l

BOARD OF BROADCAST GOVERNORS
BUREAU DES GOUVERNEURS DE LA RADIODIFFUSION

Chairman—Président
ANDREW STEWART

EDIFICE TRANSPORTATION BUILDING
48 RIDEAU
OTTAWA

Vice-Chairman—Vice-Président
ROGER DUHAMEL

December 14, 1960.

Full-time Member
Membre permanent
CARLYLE ALLISON

Our File: 202 Research/Dir.

Part-time Members
Membres à temps partiel

JOSEPH F. BROWN
Vancouver

Mrs. Rose Schmidt,
Staff Associate,
National Association of Educational Broadcasters,
119 Gregory Hall,
Urbana, Illinois.

MRS. MABEL G. CONNELL
Prince Albert

EMLYN DAVIES
Toronto

Dear Mrs. Schmidt,

EUGENE A. FORSEY
Ottawa

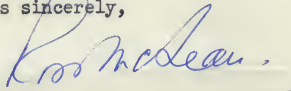
EDWARD DUNLOP
Toronto

GUY HUDON
Quebec

I am sorry to say that the copy of Dr. McLuhan's report on "Understanding Media" promised in your letter of 21 November has not reached me yet, which also explains why I haven't been able to pay for it. It may be making its leisurely way through our customs hurdles, but I should be grateful if you could check to make sure that it was sent. When it arrives I shall have the \$3.00 cheque forwarded to you.

IVAN SABOURIN
Iberville

Yours sincerely,



Ross McLean,
Research Director - Programme.

MRS. R. G. GILBRIDE
Montreal West

COLIN B. MACKAY
Fredericton

ROY D. DUCHEMIN
Sydney

R. LOUIS BURGE
St. Peter's Bay

LESLIE M. MARSHALL
St. John's

January 5, 1961

Dr. Marshall McLuhan
29 Wells Hill Avenue
Toronto 4, Ontario, Canada

Dear Dr. McLuhan:

Mr. Hill has asked me to tell you that we have just one copy of the actual defense act which you requested in your letter of January 2. Therefore, we are sending you a photo copy of the part relating to Title VII.

If this does not suffice, Dr. McLuhan, please let us know and we shall write to the Office of Education and ask them to send you a printed copy of the complete National Defense Education Act.

Since, as you probably know, NAEB Headquarters will be transferred to Washington, D. C. soon, I shall be leaving my position here. I regret very much having to leave but feel so much richer in experience for having worked for and with people like Dr. Skornia, Mr. Hill and yourself. My very best wishes to you and yours for 1961.

Sincerely,

(Mrs.) Rose Schmidt
Staff Associate

rs:l

yes
29 Wells Hill Avenue
Toronto 4, Ontario, Canada
January 2, 1961

Dear Harold,

Warmest New Year Greetings! May your light shine on!

The materials you sent on to us are exactly what ~~we~~ needed. However, we're advised to include with our appeal a statement of the actual defense act as relating to Title 7. My own copies have been cleared out of the files. Could you please send us two or three copies of the Act itself. So far as I know, no Canadian has ever before had any relationship with the U.S. Office of Education. My case, therefore, represents a precedent for the Dept of Internal Revenue here, and needs to be handled with great thoroughness.

I hope I need not say how extremely valuable in terms of discovery and insight our Project 69 proved to be. If I can trust the reactions of people like For~~es~~dale and Fosha~~y~~, and others, our lil ol' report on Understanding Media will not go unnoticed'. Foresdale says, "It turns Ed gar Dale's Cone of Experience the other way up! Edgar Dale was wrong."

Cordial best regards to you and my other friends at Gregory Hall.

Sincerely yours,

Marshall

RECEIVED
NAEB HEADQUARTERS
JAN 5 1961

7-8-2-10-11-12-13-14-15-16-17-18-19-20-21-22-23-24-25-26-27-28-29-30-31-32-33-34-35-36-37-38-39-40-41-42-43-44-45-46-47-48-49-50-51-52-53-54-55-56-57-58-59-60-61-62-63-64-65-66-67-68-69-70-71-72-73-74-75-76-77-78-79-80-81-82-83-84-85-86-87-88-89-90-91-92-93-94-95-96-97-98-99-100-101-102-103-104-105-106-107-108-109-110-111-112-113-114-115-116-117-118-119-120-121-122-123-124-125-126-127-128-129-130-131-132-133-134-135-136-137-138-139-140-141-142-143-144-145-146-147-148-149-150-151-152-153-154-155-156-157-158-159-160-161-162-163-164-165-166-167-168-169-170-171-172-173-174-175-176-177-178-179-180-181-182-183-184-185-186-187-188-189-190-191-192-193-194-195-196-197-198-199-200-201-202-203-204-205-206-207-208-209-210-211-212-213-214-215-216-217-218-219-220-221-222-223-224-225-226-227-228-229-230-231-232-233-234-235-236-237-238-239-240-241-242-243-244-245-246-247-248-249-250-251-252-253-254-255-256-257-258-259-260-261-262-263-264-265-266-267-268-269-270-271-272-273-274-275-276-277-278-279-280-281-282-283-284-285-286-287-288-289-290-291-292-293-294-295-296-297-298-299-300-301-302-303-304-305-306-307-308-309-310-311-312-313-314-315-316-317-318-319-320-321-322-323-324-325-326-327-328-329-330-331-332-333-334-335-336-337-338-339-340-341-342-343-344-345-346-347-348-349-350-351-352-353-354-355-356-357-358-359-360-361-362-363-364-365-366-367-368-369-370-371-372-373-374-375-376-377-378-379-380-381-382-383-384-385-386-387-388-389-390-391-392-393-394-395-396-397-398-399-400-401-402-403-404-405-406-407-408-409-410-411-412-413-414-415-416-417-418-419-420-421-422-423-424-425-426-427-428-429-430-431-432-433-434-435-436-437-438-439-440-441-442-443-444-445-446-447-448-449-450-451-452-453-454-455-456-457-458-459-460-461-462-463-464-465-466-467-468-469-470-471-472-473-474-475-476-477-478-479-480-481-482-483-484-485-486-487-488-489-490-491-492-493-494-495-496-497-498-499-500-501-502-503-504-505-506-507-508-509-510-511-512-513-514-515-516-517-518-519-520-521-522-523-524-525-526-527-528-529-530-531-532-533-534-535-536-537-538-539-540-541-542-543-544-545-546-547-548-549-550-551-552-553-554-555-556-557-558-559-560-561-562-563-564-565-566-567-568-569-570-571-572-573-574-575-576-577-578-579-580-581-582-583-584-585-586-587-588-589-590-591-592-593-594-595-596-597-598-599-600-601-602-603-604-605-606-607-608-609-610-611-612-613-614-615-616-617-618-619-620-621-622-623-624-625-626-627-628-629-630-631-632-633-634-635-636-637-638-639-640-641-642-643-644-645-646-647-648-649-650-651-652-653-654-655-656-657-658-659-660-661-662-663-664-665-666-667-668-669-670-671-672-673-674-675-676-677-678-679-680-681-682-683-684-685-686-687-688-689-690-691-692-693-694-695-696-697-698-699-700-701-702-703-704-705-706-707-708-709-710-711-712-713-714-715-716-717-718-719-720-721-722-723-724-725-726-727-728-729-730-731-732-733-734-735-736-737-738-739-740-741-742-743-744-745-746-747-748-749-750-751-752-753-754-755-756-757-758-759-760-761-762-763-764-765-766-767-768-769-770-771-772-773-774-775-776-777-778-779-780-781-782-783-784-785-786-787-788-789-790-791-792-793-794-795-796-797-798-799-800-801-802-803-804-805-806-807-808-809-810-811-812-813-814-815-816-817-818-819-820-821-822-823-824-825-826-827-828-829-830-831-832-833-834-835-836-837-838-839-840-841-842-843-844-845-846-847-848-849-850-851-852-853-854-855-856-857-858-859-860-861-862-863-864-865-866-867-868-869-870-871-872-873-874-875-876-877-878-879-880-881-882-883-884-885-886-887-888-889-890-891-892-893-894-895-896-897-898-899-900-901-902-903-904-905-906-907-908-909-910-911-912-913-914-915-916-917-918-919-920-921-922-923-924-925-926-927-928-929-930-931-932-933-934-935-936-937-938-939-940-941-942-943-944-945-946-947-948-949-950-951-952-953-954-955-956-957-958-959-960-961-962-963-964-965-966-967-968-969-970-971-972-973-974-975-976-977-978-979-980-981-982-983-984-985-986-987-988-989-990-991-992-993-994-995-996-997-998-999-1000-1001-1002-1003-1004-1005-1006-1007-1008-1009-1010-1011-1012-1013-1014-1015-1016-1017-1018-1019-1020-1021-1022-1023-1024-1025-1026-1027-1028-1029-1030-1031-1032-1033-1034-1035-1036-1037-1038-1039-1040-1041-1042-1043-1044-1045-1046-1047-1048-1049-1050-1051-1052-1053-1054-1055-1056-1057-1058-1059-1060-1061-1062-1063-1064-1065-1066-1067-1068-1069-1070-1071-1072-1073-1074-1075-1076-1077-1078-1079-1080-1081-1082-1083-1084-1085-1086-1087-1088-1089-1090-1091-1092-1093-1094-1095-1096-1097-1098-1099-1100-1101-1102-1103-1104-1105-1106-1107-1108-1109-1110-1111-1112-1113-1114-1115-1116-1117-1118-1119-1120-1121-1122-1123-1124-1125-1126-1127-1128-1129-1130-1131-1132-1133-1134-1135-1136-1137-1138-1139-1140-1141-1142-1143-1144-1145-1146-1147-1148-1149-1150-1151-1152-1153-1154-1155-1156-1157-1158-1159-1160-1161-1162-1163-1164-1165-1166-1167-1168-1169-1170-1171-1172-1173-1174-1175-1176-1177-1178-1179-1180-1181-1182-1183-1184-1185-1186-1187-1188-1189-1190-1191-1192-1193-1194-1195-1196-1197-1198-1199-1200-1201-1202-1203-1204-1205-1206-1207-1208-1209-1210-1211-1212-1213-1214-1215-1216-1217-1218-1219-1220-1221-1222-1223-1224-1225-1226-1227-1228-1229-1230-1231-1232-1233-1234-1235-1236-1237-1238-1239-1240-1241-1242-1243-1244-1245-1246-1247-1248-1249-1250-1251-1252-1253-1254-1255-1256-1257-1258-1259-1260-1261-1262-1263-1264-1265-1266-1267-1268-1269-1270-1271-1272-1273-1274-1275-1276-1277-1278-1279-1280-1281-1282-1283-1284-1285-1286-1287-1288-1289-1290-1291-1292-1293-1294-1295-1296-1297-1298-1299-1300-1301-1302-1303-1304-1305-1306-1307-1308-1309-1310-1311-1312-1313-1314-1315-1316-1317-1318-1319-1320-1321-1322-1323-1324-1325-1326-1327-1328-1329-1330-1331-1332-1333-1334-1335-1336-1337-1338-1339-1340-1341-1342-1343-1344-1345-1346-1347-1348-1349-1350-1351-1352-1353-1354-1355-1356-1357-1358-1359-1360-1361-1362-1363-1364-1365-1366-1367-1368-1369-1370-1371-1372-1373-1374-1375-1376-1377-1378-1379-1380-1381-1382-1383-1384-1385-1386-1387-1388-1389-1390-1391-1392-1393-1394-1395-1396-1397-1398-1399-1400-1401-1402-1403-1404-1405-1406-1407-1408-1409-1410-1411-1412-1413-1414-1415-1416-1417-1418-1419-1420-1421-1422-1423-1424-1425-1426-1427-1428-1429-1430-1431-1432-1433-1434-1435-1436-1437-1438-1439-1440-1441-1442-1443-1444-1445-1446-1447-1448-1449-1450-1451-1452-1453-1454-1455-1456-1457-1458-1459-1460-1461-1462-1463-1464-1465-1466-1467-1468-1469-1470-1471-1472-1473-1474-1475-1476-1477-1478-1479-1480-1481-1482-1483-1484-1485-1486-1487-1488-1489-1490-1491-1492-1493-1494-1495-1496-1497-1498-1499-1500-1501-1502-1503-1504-1505-1506-1507-1508-1509-1510-1511-1512-1513-1514-1515-1516-1517-1518-1519-1520-1521-1522-1523-1524-1525-1526-1527-1528-1529-1530-1531-1532-1533-1534-1535-1536-1537-1538-1539-1540-1541-1542-1543-1544-1545-1546-1547-1548-1549-1550-1551-1552-1553-1554-1555-1556-1557-1558-1559-1560-1561-1562-1563-1564-1565-1566-1567-1568-1569-1570-1571-1572-1573-1574-1575-1576-1577-1578-1579-1580-1581-1582-1583-1584-1585-1586-1587-1588-1589-1590-1591-1592-1593-1594-1595-1596-1597-1598-1599-1600-1601-1602-1603-1604-1605-1606-1607-1608-1609-1610-1611-1612-1613-1614-1615-1616-1617-1618-1619-1620-1621-1622-1623-1624-1625-1626-1627-1628-1629-1630-1631-1632-1633-1634-1635-1636-1637-1638-1639-1640-1641-1642-1643-1644-1645-1646-1647-1648-1649-1650-1651-1652-1653-1654-1655-1656-1657-1658-1659-1660-1661-1662-1663-1664-1665-1666-1667-1668-1669-1670-1671-1672-1673-1674-1675-1676-1677-1678-1679-1680-1681-1682-1683-1684-1685-1686-1687-1688-1689-1690-1691-1692-1693-1694-1695-1696-1697-1698-1699-1700-1701-1702-1703-1704-1705-1706-1707-1708-1709-1710-1711-1712-1713-1714-1715-1716-1717-1718-1719-1720-1721-1722-1723-1724-1725-1726-1727-1728-1729-1730-1731-1732-1733-1734-1735-1736-1737-1738-1739-1740-1741-1742-1743-1744-1745-1746-1747-1748-1749-1750-1751-1752-1753-1754-1755-1756-1757-1758-1759-1760-1761-1762-1763-1764-1765-1766-1767-1768-1769-1770-1771-1772-1773-1774-1775-1776-1777-1778-1779-1780-1781-1782-1783-1784-1785-1786-1787-1788-1789-1790-1791-1792-1793-1794-1795-1796-1797-1798-1799-1800-1801-1802-1803-1804-1805-1806-1807-1808-1809-1810-1811-1812-1813-1814-1815-1816-1817-1818-1819-1820-1821-1822-1823-1824-1825-1826-1827-1828-1829-1830-1831-1832-1833-1834-1835-1836-1837-1838-1839-1840-1841-1842-1843-1844-1845-1846-1847-1848-1849-1850-1851-1852-1853-1854-1855-1856-1857-1858-1859-1860-1861-1862-1863-1864-1865-1866-1867-1868-1869-1870-1871-1872-1873-1874-1875-1876-1877-1878-1879-1880-1881-1882-1883-1884-1885-1886-1887-1888-1889-1890-1891-1892-1893-1894-1895-1896-1897-1898-1899-1900-1901-1902-1903-1904-1905-1906-1907-1908-1909-1910-1911-1912-1913-1914-1915-1916-1917-1918-1919-1920-1921-1922-1923-1924-1925-1926-1927-1928-1929-1930-1931-1932-1933-1934-1935-1936-1937-1938-1939-1940-1941-1942-1943-1944-1945-1946-1947-1948-1949-1950-1951-1952-1953-1954-1955-1956-1957-1958-1959-1960-1961-1962-1963-1964-1965-1966-1967-1968-1969-1970-1971-1972-1973-1974-1975-1976-1977-1978-1979-1980-1981-1982-1983-1984-1985-1986-1987-1988-1989-1990-1991-1992-1993-1994-1995-1996-1997-1998-1999-2000-2001-2002-2003-2004-2005-2006-2007-2008-2009-2010-2011-2012-2013-2014-2015-2016-2017-2018-2019-2020-2021-2022-2023-2024-2025-2026-2027-2028-2029-2030-2031-2032-2033-2034-2035-2036-2037-2038-2039-2040-2041-2042-2043-2044-2045-2046-2047-2048-2049-2050-2051-2052-2053-2054-2055-2056-2057-2058-2059-2060-2061-2062-2063-2064-2065-2066-2067-2068-2069-2070-2071-2072-2073-2074-2075-2076-2077-2078-2079-2080-2081-2082-2083-2084-2085-2086-2087-2088-2089-2090-2091-2092-2093-2094-2095-2096-2097-2098-2099-2100-2101-2102-2103-2104-2105-2106-2107-2108-2109-2110-2111-2112-2113-2114-2115-2116-2117-2118-2119-2120-2121-2122-2123-2124-2125-2126-2127-2128-2129-2130-2131-2132-2133-2134-2135-2136-2137-2138-2139-2140-2141-2142-2143-2144-2145-2146-2147-2148-2149-2150-2151-2152-2153-2154-2155-2156-2157-2158-2159-2160-2161-2162-2163-2164-2165-2166-2167-2168-2169-2170-2171-2172-2173-2174-2175-2176-2177-2178-2179-2180-2181-2182-2183-2184-2185-2186-2187-2188-2189-2190-2191-2192-2193-2194-2195-2196-2197-2198-2199-2200-2201-2202-2203-2204-2205-2206-2207-2208-2209-2210-2211-2212-2213-2214-2215-2216-2217-2218-2219-2220-2221-2222-2223-2224-2225-2226-2227-2228-2229-2230-2231-2232-2233-2234-2235-2236-2237-2238-2239-2240-2241-2242-2243-2244-2245-2246-2247-2248-2249-2250-2251-2252-2253-2254-2255-2256-2257-2258-2259-2260-2261-2262-2263-2264-2265-2266-2267-2268-2269-2270-2271-2272-2273-2274-2275-2276-2277-2278-2279-2280-2281-2282-2283-2284-2285-2286-2287-2288-2289-2290-2291-2292-2293-2294-2295-2296-2297-2298-2299-2300-2301-2302-2303-2304-2305-2306-2307-2308-2309-2310-2311-2312-2313-2314-2315-2316-2317-2318-2319-2320-2321-2322-2323-2324-2325-2326-2327-2328-2329-2330-2331-2332-2333-2334-2335-2336-2337-2338-2339-2340-2341-2342-2343-2344-2345-2346-2347-2348-2349-2350-2351-2352-2353-2354-2355-2356-2357-2358-2359-2360-2361-2362-2363-2364-2365-2366-2367-2368-2369-2370-2371-2372-2373-2374-2375-2376-2377-2378-2379-2380-2381-2382-2383-2384-2385-2386-2387-2388-2389-2390-2391-2392-2393-2394-2395-2396-2397-2398-2399-2400-2401-2402-2403-2404-2405-2406-2407-2408-2409-2410-2411-2412-2413-2414-2415-2416-2417-2418-2419-2420-2421-2422-2423-2424-2425-2426-2427-2428-2429-2430-2431-2432-2433-2434-2435-2436-2437-2438-2439-2440-2441-2442-2443-2444-2445-2446-2447-2448-2449-2450-2451-2452-2453-2454-2455-2456-2457-2458-2459-2460-2461-2462-2463-2464-2465-2466-2467-2468-2469-2470-2471-2472-2473-2474-2475-2476-2477-2478-2479-2480-2481-2482-2483-2484-2485-2486-2487-2488-2489-2490-2491-2492-2493-2494-2495-2496-2497-2498-2499-2500-2501-2502-2503-2504-2505-2506-2507-2508-2509-2510-2511-2512-2513-2514-2515-2516-2517-2518-2519-2520-2521-2522-2523-2524-2525-2526-2527-2528-2529-2530-2531-2532-2533-2534-2535-2536-2537-2538-2539-2540-2541-2542-2543-2544-2545-2546-2547-2548-2549-2550-2551-2552-2553-2554-2555-2556-2557-2558-2559-2560-2561-2562-2563-2564-2565-2566-2567-2568-2569-2570-2571-2572-2573-2574-2575-2576-2577-2578-

BOARD OF BROADCAST GOVERNORS
BUREAU DES GOUVERNEURS DE LA RADIODIFFUSION

McLellan

RECEIVED
NAEB HEADQUARTERS

JAN 5 1961

AM 7 8 9 10 11 12 1 2 3 4 5 6 PM

EDIFICE TRANSPORTATION BUILDING
48 RIDEAU
OTTAWA

December 30, 1960.

Chairman—Président

ANDREW STEWART

Vice-Chairman—Vice-Président

ROGER DUHAMEL

Full-time Member

Membre permanent

CARLYLE ALLISON

Our File No. 202, Dir/Prog.

Part-time Members
Membres à temps partiel

JOSEPH F. BROWN

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MRS. R. G. GILBRIDE

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COLIN B. MACKAY

Fredericton

ROY D. DUCHEMIN

Sydney

R. LOUIS BURGE

St. Peter's Bay

LESLIE M. MARSHALL

St. John's

Mrs. Rose Schmidt,
Staff Associate,
National Association of Educational Broadcasters,
119 Gregory Hall,
Urbana, Illinois.

Dear Mrs. Schmidt,

Thank you very much for your prompt answer to my query of December 14 about Marshall McLuhan's "Understanding Media". The copy sent on 21 December has now reached me, and I have asked our Administrative Officer to send you a cheque for it. The copy sent on 21 November appears still to be looking for its proper destination.

With all good wishes,

Yours sincerely,

Ross McLean

Ross McLean,
Research Director - Programme.

COPY

Sent for the information of

Harold E. Hill

File - McLuhan
NATIONAL ASSOCIATION OF EDUCATIONAL BROADCASTERS

yes
119 GREGORY HALL
URBANA, ILLINOIS
Very Imp't

February 15, 1961
Tax

Dr. H. Marshall McLuhan
Culture & Communications Seminar
29 Wells Hill Avenue
Toronto 10, Ontario
Canada

Dear Marshall:

This letter will set forth as clearly as possible the conditions of the new media grant which provided you the funds for last year's "Understanding Media" project. I was asked to provide this letter since this project came during my administration and I am more familiar with it than the present President, William G. Barley.

First of all the project was your idea. The grant would not have been made to us if you had not been available to conduct it, for we knew of no one else qualified to undertake it, so uniquely was it designed to capitalize on your peculiar talents.

It was you who designed it and decided on the allocation of funds within the overall budget. The NAEBS was only the intermediary essential, as far as possible, to provide a necessary organizational pattern for supervision and reporting. This grant was in no sense commercial, and could not have been made, from U. S. federal tax funds, except under the wholly educational auspices and within the exclusively educational framework that enabled you to implement educational study and research.

I hope this adequately sets forth the circumstances surrounding it. You may use this letter in any way that may clarify the nature or terms of the grant itself.

Sincerely,

Harry J. Skornia
Former President (to Nov. 1960)
Presently, Member, Board of Directors

HJS:fmk

CC: William G. Barley ✓
Harold E. Hill ✓

CLASS OF SERVICE

This is a fast message unless its deferred character is indicated by the proper symbol.

WESTERN UNION

TELEGRAM

W. P. MARSHALL, PRESIDENT

SYMBOLS

DL = Day Letter

NL = Night Letter

LT = International Letter Telegram

1201

The filing time shown in the date line on domestic telegrams is STANDARD TIME at point of origin. Time of receipt is STANDARD TIME at point of destination

SA116 DEA133

DE RNA068 23 NL=CPR FD TORONTO ONT 19¹⁹⁶¹ FEB 19 PM 10 55

DR HAROLD HILL=

119 GREGORY HALL URBANA ILL=

HAROLD PLEASE SEND COPIES OF CONTRACT WITH WALTER STONE
AND SOME SAMPLES OF CORRESPONDENCE BETWEEN ME AND HARRY
FOR OUR LAWYERS APPRAISAL REGARDS=

MARSHALL •=

RECEIVED
NATL TEL. CO. - CHICAGO
FEB 22 1961

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THE COMPANY WILL APPRECIATE SUGGESTIONS FROM ITS PATRONS CONCERNING ITS SERVICE

(m)

February 15, 1961

↓

Dr. E. Marshall Mahigan *File*
Culture & Communications Seminar
29 Wells Hill Avenue
Toronto 10, Ontario
Canada

Dear Marshall:

This letter will set forth as clearly as possible the conditions of the new media grant which provided you the funds for last year's "Understanding Media" project. I was asked to provide this letter since this project came during my administration and I am more familiar with it than the present President, William G. Harley.

First of all the project was your idea. The grant would not have been made to us if you had not been available to conduct it, for we knew of no one else qualified to undertake it, so uniquely was it designed to capitalize on your peculiar talents.

It was you who designed it and decided on the allocation of funds within the overall budget. The NARS was only the intermediary essential, as far as possible, to provide a necessary organizational pattern for supervision and reporting. This grant was in no sense commercial, and could not have been made, from U. S. federal tax funds, except under the wholly educational auspices and within the exclusively educational framework that enabled you to implement educational study and research.

I hope this adequately sets forth the circumstances surrounding it. You may use this letter in any way that may clarify the nature or terms of the grant itself.

Sincerely,

Harry J. Skornia
Former President (to Nov. 1960)
Presently, Member, Board of Directors

BJS:ckk

CC: William G. Harley
Harold E. Hill

Dear Marshall:

This letter will set forth as clearly as possible the conditions of the new media grant which provided you the funds for last year's "Understanding Media" project. I was asked to provide this letter since this project came during my administration and I am more familiar with it than the present President, William G. Harley.

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I hope this adequately sets forth the circumstances surrounding it. You may use this letter in any way that may clarify the nature or terms of the grant itself.

Sincerely,

HJS

Cc. Wm G. Harley
H. E. Hall

blind | Dr. H. J. S.
McLanham extra

File up
Office "

70

February 20, 1961

Dr. H. Marshall McLuhan
29 Wells Hill Avenue
Toronto, Ontario, Canada

Dear Marshall:

I have completely and thoroughly looked through all the files we have here concerning your Understand Media contract with the Office of Education. I am enclosing photos of material which I hope will be of help to you. This is all we have that would possibly be of any use to you.

I do hope the enclosed will prove to be of some advantage to you.
Best regards.

Sincerely,

Harold E. Hill

heh:rs

Enclosures

File-McLohan Project

RECEIVED
NAEB HEADQUARTERS

MAR 7 1961
AM 7 8 9 10 11 12 1 2 3 4 5 6 PM

29 Wells Hill Avenue
Toronto 4, Ontario, Canada
March 4, 1961

Dear Harold,

It does seem a great shame to me that you should have been put to all this bother, but I want you to know how grateful I am. The office of Health, Education, and Welfare also sent on a legal item concerning the matter of grants being made to organizations and not to individuals. In a sense, this perplexes the issue somewhat further insofar as our internal revenue department is concerned. There is nothing on their books to cover such a case. They have no more to say than that educational grants are tax free. The whole matter, then, turns upon my relation to the NAEB. Was I an employee, or was I, in effect, the receiver of an educational grant? I think a sharp lawyer could manage the matter quite easily since the NAEB is an educational and non-profit organization, distributing to its investigators purely educational funds, which the said investigators in practice have applied for. In a word, it is purely a matter of technicality at this end. The spirit and intent of our law are in no way designed to tax anybody in my position in regard to you. Now it is merely in the machinery of handling and distributing these grants that our tax officials find confusion and uncertainty. The entire intent of our own legislation is nullified by the accidental features of bureaucratic administration in the United States.

The fact, of course, that educational grants are not taxable in Canada is not unrelated to the great scarcity of such grants in this part of the world.

Cordial regards
Marshall

PS shall send a copy of this to
Harry Skornia

Did I tell you my motto?: Trust in poets, painters, and all shape-shifters./
Beware of critics: Geeks bearing Grifters.

THE OHIO STATE UNIVERSITY
COLUMBUS 10

DEPARTMENT OF ENGLISH

22 March 1959

Dear Marshall:

Your letters comes always at good times. This last one helped me with a speech I made last week to Language Arts (sic) group of St. Louis schoolteachers. I made out a case for teaching of all media as language and for need of structuralist approach to them all; we need a structural linguistics for radiotv too. And as structuralism in linguistics points to need of studying language in all its uses, interrelated, giving to each its proper place, so with the radiotiv structuralism which you want. Trouble is, I begin to see, talk about radiotv (as with our guy Tyler, typically) is like talk about language via general semantics: up the least common denominator!, that is. (swampy ground)

Swamped right now--especially with children's ailments (small flu epidemic in this part of the country). But I did want to thank you again. Some day we will get time really to think upon these matters.

If a philosopher named Joseph Cohen calls upon you, treat him nice. A good guy, heading up the Carnegie Foundation program for gifted students, alive as alive can be. Said he was going to Toronto soon; and I bid him see you.

As ever, *Ry*

Roy Harvey Pearce

Justification of Overhead Expenses
Grant #711058.00

Time spent by Harry J. Skornia, NAEB President:

Monthly salary \$1072.77

During the first two months of the project, spent at least
25% of his time on the project: $2 \times 1072.77 \times .25$ \$ 536.28

During the next eight months of the project, spent at least
10% of his time on the project: $8 \times 1072.77 \times .10$ 858.22

Preparation of report - equivalent of $\frac{1}{2}$ month's salary full
time: $\frac{1}{2} \times 1072.77$ 536.39

Time spent by Harold E. Hill, Administrative Vice President:

Monthly salary \$837.74

During the 10 months of this project, spent at least 10% of
his time on the project: $10 \times 837.74 \times .10$ 837.74

Time spent by Mrs. Betty McKenzie, NAEB Publications Editor:

During the preparation of report - spent the equivalent of
1 full month's salary 550.00

Time spent by Mrs. Rose Schmidt, Secretary to the President (also
NAEB Bookkeeper):

Monthly salary \$375.00

During the 10 months of this project, spent at least 10% of
her time on the project: $10 \times 375 \times .10$ 375.00

Miscellaneous clerical and steno:

The equivalent of 2 weeks full-time for typing letters, re-
ports, filing, etc. 150.00

For heat, lights, janitorial, etc:

(The University of Illinois charges the NAEB a flat 5% of total
expenditures for such services. Thus, 5% of the total direct
costs of this project (\$26,133.68) seems reasonable. 1,306.68

TOTAL \$5,150.41

HEA
4/20/62

File - McLuhan

26 April 1961

Mr. H.M. McLuhan
Culture & Communications Seminar
29 Wells Hill Avenue
Toronto 10, Ontario
Canada

Dear Mr. McLuhan:

In reply to your letter of April 8, addressed to Mr. Hill at Urbana, Mr. Hill is presently out of town but asked me before he left to write and tell you that our Urbana office is checking into your query on the typewriter payment receipts and will let you know their findings very shortly.

Also, Mr. Hill wishes you to know that he has taken up his duties in our Washington, D.C. headquarters office as of March 6, so any further correspondence should be addressed to him here.

Sincerely yours,

Sec. to Harold E. Hill
Administrative Vice President



ST. MICHAEL'S COLLEGE
UNIVERSITY OF TORONTO
TORONTO 5, CANADA

RECEIVED
NAEB - URBANA

AM APR 12 1961 PM
7, 8, 9, 10, 11, 12, 1, 2, 3, 4, 5, 6

DEPARTMENT OF ENGLISH

April 8, 1961

Dear Harold,

I receive handwritten notes from Harry Skornia from time to time. It's amazing how large a gap there is between the private citizen and the man who commands a staff. Are we developing a class society after all? It looks as though I may be reduced to hand scribbling before long. The Walsh & Ross typewriter company, from whom I had rented the machine on the project, has recently changed hands. Their books are in an incredibly dishevelled state. They have only scattered instances of NAEB payments (of \$15 a month) for the rental of the machine. Would it be a complicated task to check the receipts of payments made to them? (Sept '59 - June 1960) It might be hopelessly difficult to do this, but again it might happen to prove quite simple.

We had a dandy visit at our communications seminar from senior statesman Dallas Smythe. He gave of his best, and we were properly impressed. Is the move to Washington going to involve you, Harold?

That could be a very great trial indeed. Expect to be there myself with the family in July, giving some lectures. Hope to see some of the NAEB boys then. A finer group of people I never encountered.

Very best regards,

Marshall

McChesney

McLuhans

October 14, 1960

Unemployment Insurance Commission
118 Richmond Street, West
Toronto 1, Ontario

Gentlemen:

Miss Ruth Nusbaum was employed as secretary to Dr. H. Marshall McLuhan who was Project Director for a project whose funds were supplied by a grant from the U. S. Office of Education. The funds were handled by the National Association of Educational Broadcasters.

Miss Nusbaum worked from September 14, 1959, through June 30, 1960 the date the project was finished. However, she was paid through August 31 of 1960 to complete the year. Miss Nusbaum did not pay unemployment insurance during the time she was employed.

Sincerely,

(Mrs.) Rose Schmidt
Assistant to the President

RS:jl

CC: Miss Ruth Nusbaum

*B.L.C. - Dr. McLuhan
Unemployment Ins. Com.*

*P.S. Sending original of this letter & application
form to Miss Nusbaum. She will probably
contact you very soon.*

October 14, 1960

Miss Ruth Nusbaum
116 Lyndhurst Avenue
Toronto, Ontario
Canada

Dear Ruth:

I owe you a terrific apology but my mother passed away August 22 and I have been ill and away from the office most of the time since then. I am back for short periods of time now and I found your letter of September 26 which no one else in the office had answered since it was addressed to me. I am enclosing the completed form plus a letter for the Unemployment Insurance Commission and I do hope the delay has not inconvenienced you too much. Hope to hear from you when you have time.

Sincerely,

(Mrs.) Rose Schmidt
Staff Associate

RS:jl

Enclosures

letter & form

116 Lyndhurst Ave.,
Toronto, Ontario,
Canada,
September 26th, 1960.

Mrs. Rose Schmidt,
N.A.E.B.,
14 Gregory Hall,
Urbana, Illinois,
U.S.A.


Dear Rose:

Would you please be good enough to complete the enclosed for me in order that I may bring the qualifying periods up-to-date. A letter should accompany the form to the effect that I was employed as Secretary to Prof. McLuhan from the dates as you have them recorded and (this is important) that I did not during that period pay Unemployment Insurance.

Best regards, Rose. I hope to be able to drop you a longer line soon.

By the way, if you could put this back in the mail, addressed to me at 116 Lyndhurst Ave., as above, the same day or following day you receive it, I would appreciate it very much. I should have it in my hands Thursday. Thanks again.

Very sincerely,



Ruth Nussbaum.

Enclosures.

This is rather a disjointed letter, isn't it? I just noticed that the form calls for the Employer's name and the Employer's address. I think N.A.E.B., 14 Gregory Hall, Urbana, Illinois, would be correct here, rather than Prof. McLuhan's address on St. Joseph, since I was paid by the N.A.E.B.

File - McInhan Project

NAEB
119 Gregory Hall
Urbana, Illinois

440
October 13, 1960

Dr. John W. Meany
Educational Media Branch
General Services Administration Building
U. S. Office of Education
Department of Health, Education and Welfare
Washington, D. C.

Dear John:

Attached is one copy of the final report of our Contract Project No. 711058 in Understanding Media. The narrative report was prepared by Dr. H. Marshall McInhan, Project Consultant. The fiscal report was prepared by Mr. Harold E. Hill, NAEB Administrative Vice President. Additional copies are being sent under separate cover.

It was a pleasure to undertake this project, and we believe it has contributed considerably to a new approach to the study of the new media.

If additional information is needed, after the 100 copies of the project report, copies of the fiscal report, and one copy of the kinescope prepared for the project are received, we should be pleased to provide it.

Sincerely,

Harry J. Skowia
Harry J. Skowia
President

HJS:ea

Enclosures: Fiscal report
One copy of final report
Under separate cover:
99 copies of final report
Kinescope--"Gutenberg Galaxy"

Send ditto's (of letter to
USOE re McFuban project)
with 1 copy of
report, to

- McFuban - Canada address
- Becker Sam
- Evans, Richard S. - Dept
- Other members of Research Committee
- Harley
- Rest of Board (when time)

Research committee: Becker? Evans?

Dr. Skornia -
all sent 9/19/60 - Rose

Dear Marshall:

The report is already being bound, because we could wait no longer. If you'll send us 300 of the reprints, we will send them separately as appendix or something.

Cordially,

H. E. Hill

October 4, 1960

TORONTO

Dear Harold,

I hope we shall hear no more concerning l'affaire Nusbaum. Just a query concerning the "Thinking Through Language" booklets, copies of which I have had made to insert in the Project 69 report. As soon as I had learnt that 100 or more copies of the Report were to be made available, I had the University Press make up a batch by offset. (300) They are here in my office. Please tell me how many of them are needed to insert in the Report. The pamphlet is indispensable to understanding the media experimtns we carried out here.

Best wishes,

Marshall

photo sent
10-6-60

10/6/60

119 Gregory Hall
xxxxxxxxxxxx

October 3, 1960

McLuhan

Mr. M. C. Monaghan
Department of National Revenue
Taxation Division
Mackenzie Building
Room 505 East
Adelaide Street East
Toronto 1, Ontario, Canada

Dear Mr. Monaghan:

Pursuant to the letter which Mr. Harold Hill wrote you on September 1, may we tell you how very sorry we are that moving our offices and much illness in our ranks has delayed this reply.

In answer to your question concerning H. Marshall McLuhan:

- 1) The nature and purpose of the grant from the U.S. Office of Education is a project designed to develop and test new approaches to teaching media understanding. The end product to be a syllabus for basic training in media perception and judgment.
- 2) Dr. McLuhan was Project Director from the office at 96 St. Joseph Street, Toronto.
- 3) The amount of the grant was \$30,000. The grant was originally to be \$35,015 but since the project was terminated earlier than expected, \$5,015 was returned to the Office of Education upon receipt by the NAEB.

Again our warm thanks for your patience.

Sincerely,

(Mrs.) Rose Schmidt
Staff Associate

RS:jl

14 Gregory Hall
Urbana, Illinois

September 1, 1960

Mr. M. C. Monaghan
Department of National Revenue
Taxation Division
Mackenzie Building, Rm 505 East
Adelaide Street East
Toronto 1, Ontario, Canada

Dear Mr. Monaghan:

Reference is made to the August 18th letter from your office regarding a grant we made to H. Marshall McLuhan.

I have just returned from vacation and it will be a few days before I can dig up the information you want. This is merely to inform you that your request has been received and I will be forwarding the required information to you within a week or so.

Sincerely,

Harold E. Hill
Administrative Vice President

HEH:mr



Please quote this reference

M.C. Monaghan
Rm. 505 East

DEPARTMENT OF NATIONAL REVENUE - TAXATION DIVISION

TORONTO 1, ONT.

MACKENZIE BLDG.
ADELAIDE ST. E.

TEL.: EMPIRE 2-6211

August 18, 1960.

Dr. Harold Hill,
Associate Director,
NAEB, 14 Gregory Hall,
University of Illinois,
Urbana, Illinois,
U.S.A.

RECEIVED
NAEB HEADQUARTERS
AUG 20 1960

1
7/18/9/10/11/12/13/14/15/16

Dear Sir:

Re: H. Marshall McLuhan,
96 St. Joseph Street,
Toronto 5, Ontario.

We note that the above named person was in receipt of a grant from the United States Office of Education, through the National Association of Educational Broadcasters during 1959.

With reference to this, we would appreciate receiving the following information.

1. The nature and purpose of this grant.
2. Whether or not this grant was in any way related to the above named person's office or employment.
3. The amount of the grant in question.

- 2 -

Dr. Harold Hill

August 18, 1960.

Please direct your reply to the attention of the
above noted assessor.

Yours faithfully,

A handwritten signature in cursive script, appearing to read "J. C. Bear".

for Chief Assessor.

MCM/ns

Felo - Mc Luhan Project

29 Wells Hill Ave
Toronto 4

Sept 20/60

Dear Harold

Hope you will get to San Francisco and have perfect weather and lively acquaintance. Would love to have been there too, but my year off campus must now be paid for by extra close attendance.

Enclosed 2 items of expense. The Toronto press package I shall forward in order that copies of the lecture can be included in each copy of my report on project no 69.

most cordially

Marshall

Did these ever come?
No. Ron

LSH

9/20/60

JENNER AND BRUNT

TELEPHONE EMPIRE 4-8131 & 8132

BARRISTERS, SOLICITORS, NOTARIES, ETC.

HON. W. R. BRUNT, Q.C.
W. B. THOMAS, B.A.
P. S. DUFFY, B.A.

RECEIVED
NAEB HEADQUARTERS

IMPERIAL BANK BUILDING
171 YONGE STREET

TORONTO 1, CANADA

SEP 22 1960
AM 7/8/9/10/11/12/1/2/3/4/5/6 PM

September 20, 1950. *See entry by a typist*

National Association of Educational Broadcasters,
14 Gregory Hall,
URBANA, Illinois, U.S.A.

ATT'N: DR. HAROLD HILL

Dear Sirs:

Re: Miss R. Nusbaum
And National Association of
Educational Broadcasters

I am enclosing a copy of a letter sent today on behalf of Professor McLuhan who is a personal friend of mine. Professor McLuhan spoke to me in connection with this matter and asked me to send a copy of the letter to you for your own files.

Yours sincerely,

JENNER AND BRUNT

Per: *P. S. Duffy*

PSD*EC
Encls.

JENNER AND BRUNT

BARRISTERS, SOLICITORS, NOTARIES, ETC.

HON. W. R. BRUNT, Q.C.
W. B. THOMAS, B.A.
P. S. DUFFY, B.A.

IMPERIAL BANK BUILDING
171 YONGE STREET

TORONTO 1, CANADA

TELEPHONE EMPIRE 4-8131 & 8132

WITHOUT PREJUDICE

September 20, 1960.

Harvey R. Daiter, Esq.,
Barrister, Solicitor,
Suite 703 - 330 Bay Street,
TORONTO (1), Ontario.

Dear Sir:

Re: Miss R. Nusbaum
And National Association of
Educational Broadcasters

I have been consulted by Professor Marshall McLuhan in connection with a copy of a letter sent on behalf of your client, Miss R. Nusbaum, to the National Association of Educational Broadcasters.

I have gone into this matter at some length with Professor McLuhan and from the information that he has given to me I have advised him that the claims of your client do not appear to me to be supportable.

Firstly, your client knew from the beginning of her employment on this project that it was a project of an indefinite term and that no one could tell how long it may last. She was advised at the beginning that her employment might be for a period of six months or a year and perhaps even two years, but it was absolutely impossible to forecast how long her services would be required. She also knew from the beginning that she was to be paid in American funds, since the moneys for the project were from an American grant and not a Canadian one. Naturally, she would have to absorb the discount on the American exchange. If she was not satisfied with this arrangement she should have made that clear from the beginning, but this she did not do. b6 b7C

Also, it was understood and agreed from the beginning that her salary was to be on the basis of \$4500.00 per year. At

no time was she told that she would be paid \$4700.00. I am advised that your client originally asked for a salary of \$5,000.00 but settled on a \$4500.00 figure. It is true that she requested an additional \$200.00 some time during the course of her employment but at no time was this agreed on.

Your client actually worked for a period of ten months and received twelve months' salary. I am extremely doubtful whether under the laws of Ontario, your client would be entitled to vacation pay but whether she is so entitled or not she has in effect had two months' vacation at full pay.

In conclusion, after examining this matter in some detail I have advised Professor McLuhan that it is my opinion that your client does not have any valid claim against either him or the National Association of Educational Broadcasters.

Yours sincerely,

JENNER AND BRUNT,

Per:

PSD*EC

MARCUS COHN
LEONARD H. MARKS
PAUL DOBIN
STANLEY S. NEUSTADT
STANLEY B. COHEN

LAW OFFICES
COHN AND MARKS
CAFritz BUILDING
WASHINGTON 6, D. C.

TELEPHONE
STERLING 3-5880
CABLE ADDRESS
COMAR-WASHINGTON, D. C.

September 20, 1960

Harvey R. Daiter, Esq.
Suite 703-330 Bay Street
Toronto 1, Ontario
Canada

Dear Mr. Daiter

The National Association of Educational Broadcasters has referred to me your letter of September 8, 1960 in which you assert a claim in the amount of \$603.69 on behalf of Miss Ruth Nusbaum.

After reviewing the file of correspondence and based upon information which the National Association of Educational Broadcasters has furnished me, I have concluded that your client has no legal claim.

Very truly yours

Leonard H. Marks

File - McLuhan

29 Wells Hill Avenue
Toronto 4, Ontario
September 15, 1960

★ E L T
Top item only

Dear Harry,

Lawyer friend of mine, Pat Duffy, tells me the Nusbaum thing is "mere extortion". Not a leg to stand on. He has written her lawyer and is sending copy of letter to Harold Hill.

You see, Nusbaum knew from first that in December, 1959, the contract might end. So there is no question whatever of a whole year's salary having been in play at any stage. I think Duffy can terminate the matter.

Glad I told you about Nusbaum when I was in Urbana. Just an operator.

Am off to Ottawa to work with Philip Deane on some articles on media and politics. We will appear on CBC in this connection to comment on the Kennedy-Nixon debates.

Cordially Marshall

C.C.
Marks, Cohn and Marks

P.S. Just old beaten
up typewriter at home
now. Corinne does my typing
now as before Nusbaum!

September 13, 1960

Dr. Marshall McLuhan
29 Wells Hill Avenue
Toronto 10, Ontario, Canada

Dear Marshall:

We have just received a letter from an attorney representing Ruth Musbaum indicating that they intend to take legal action if we do not pay at least certain ones of her claims. I have enclosed photo copies of that letter and others relating to the problem.

I intend to turn this matter over to our attorneys for their opinion and am sending Leonard Marks, Cohn and Marks, Cafritz Building, Washington, D. C., a copy of this letter plus the others mentioned above.

Will you please, at your earliest convenience, write me in some detail regarding the points Miss Musbaum and her attorneys have raised, setting forth your "side of the question." It would be helpful if you could include as much detail as possible about the agreement(s) you and Miss Musbaum reached at the time you employed her, and if a written agreement was entered into, we would naturally want a copy of that. You should also set forth in some detail any real arguments against paying any or all of the claims she makes.

In order that Leonard Marks may have, as quickly as possible, your side of this, will you please send him a copy of anything you send me?

In my letter of September 1, to Miss Musbaum, I indicated, primarily, that exhaustion of funds was one of the principal reasons for not being able to pay her. I did this in kindness, because I didn't feel at that time it was necessary to go into detail on the points you had raised with Harry and which he had passed on to me. In view of recent developments, perhaps it would have been better had I laid it on the line a little stronger, especially since her attorney seems to take the position that the lack of funds really makes no difference. At any rate, your arguments will be necessary for further investigation of this problem.

Dr. Marshall McLuhan, Page 2, September 13, 1960

I am checking into the matter of the balance remaining in this account, just so we will have accurate information, but I honestly believe that, by the time we pay for the preparation and duplication of the report, we won't have much, if any, left.

I am writing to Mr. Daiter (Miss Nusbaum's attorney) only to the effect that we have turned this matter over to our attorneys, that they are taking the matter under advisement, and that he will hear from us further in the near future. A copy of that letter is also enclosed.

Sincerely,

Harold E. Hill
Administrative Vice President

HEH:j1

Enclosures

CC: Mr. Leonard Marks

*Nusbaum letter of July 19 + Mrs. Hill's answer July 25
" " of Aug. 20 + " " " Sept. 1*

Rose's letter to Nusbaum of Apr. 26.

Daiter's letter of Sept. 8 to Mrs. Hill

September 13, 1960

Mr. Harvey R. Daiter
Suite 703-330 Bay Street
Toronto 1, Ontario, Canada

Dear Mr. Daiter:

With reference to your letter of September 8 (re Miss Ruth Nusbaum), this is to advise you that we are turning this matter over to our attorneys (Mr. Leonard Marks, of Cohn and Marks, Cafritz Building, Washington, D. C.).

After further investigation of this matter you will hear further from us or directly from Mr. Marks.

Sincerely,

Harold E. Hill
Administrative Vice President

HEH:jl
CC: Mr. Leonard Marks
Dr. Marshall McLuhan

29 Wells Hill Avenue
Toronto 4, Ontario, Canada
September 12, 1960

Dear Harold,

Apropos of Nusbaum suit --- There was never any contract. From the first she knew that the duration of the project was vague. Mightfold at Xmas, 1959, etc.

Then she knew it was to be American funds. But facts are of no relevance to such an operator.

She was a poor secretary. Lazy, late, and unreliable. I felt bad about her getting those two extra months salary. That is, she got twelve months pay for ten months of poor work and poor service.

At no time was there anything in writing. Please advise.

Cord ially

P.S. There were no witnesses at any time to any conversation we had about the job.

Marshall

*ps There were no
witnesses at any time to
any conversation
we had about
the job.*

Photo sent to Marks 9/14/60

HJS:

#2# - yes

Started to call you about this today (Sunday) while I was writing some letters at the office, but decided it wasn't that much of a rush job. I don't suppose there was any written contract so I suggest that I write Marshall for his reaction and then turn the whole file over to Marks & in the meantime, I'll write to this attorney telling him that we have turned it over to our attorneys and he will hear from them soon. Okay?

neh

9/11/60

Did you write her
recently not sure what
precipitated this, might
H. talk briefly.

LAW OFFICES OF
HARVEY R. DAITER
BARRISTER and SOLICITOR

SUITE 703-330 BAY STREET
Telephone EM. 3-2418

TORONTO 1, ONTARIO

September 8, 1960.

National Association of Educational Broadcasters,
14 Gregory Hall,
URBANA, Illinois, U. S. A.

Attention Dr. Harold Hill.

Dear Sir:

Re: Miss R. Nusbaum

This is to advise that Miss Nusbaum has retained this firm for advice in connection with a salary dispute outlined in correspondence with you, which has been placed before me.

We have advised Miss Nusbaum that despite the fact that the funds for this project have been depleted and exhausted, her legal right remains unaffected, and is to the affect that her claims are valid and supportable.

A contract was made at the outset of the project whereby Miss Nusbaum was to have been paid \$4700.00 for a fixed period. Subsequently she was advised that the salary was to be \$4500.00. At no time did she agree with this, but rather did she protest to Professor McLuhan, who undertook to have the matter straightened out with you. She did not communicate with you directly, wishing to avoid the appearance of going over her principal's head.

The contract envisaged payment in Canadian funds. We therefore take the position that the deduction of exchange was not authorized by the contract, and that Miss Nusbaum is therefore entitled to the return of exchange deducted in the amount of \$209.69.

The law of this jurisdiction provides that an employee shall be paid 2% of salary in lieu of vacation. Miss Nusbaum therefore has a valid claim against you in the amount of \$94.00, being 2% of her salary for the period of employment.

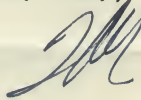
I have advised Miss Nusbaum that her claim for overtime would be difficult, if not impossible, to support, and, without prejudice to her right to make claim should the matter be taken further, we do not do so at this time.

2.

We therefore request of you your cheque payable to me in the amount of \$503.69, being the total of claims made at this time.

If we do not receive a reply within a reasonable time, we shall have no other alternative but to place this matter in suit.

Yours very truly,

A handwritten signature in blue ink, consisting of stylized, overlapping loops and curves, likely representing the initials 'JM'.

HRD:MF

April 26, 1960

M. P. Lohman

Miss Ruth Nusbaum
96 Saint Joseph Street
Toronto 5, Ontario, Canada

Dear Ruth:

Dr. McLuhan has written Mr. Hill concerning your total salary which was pro-rated on a 12 months basis. He reminded us that by the end of June you would be 2 checks short of your total earnings.

May we send you a check for 3 months salary at the end of June or do you prefer separate checks during July and August. Since the project closes at the end of June, and our financial statement should be turned in not too long after, ~~it~~ it would perhaps be better for us to pay you the total at the end of June. However, we won't consider doing this if it would inconvenience you in any way.

We will be waiting to hear from you.

Best regards,

(Mrs.) Rose Schmidt
Staff Associate

RS:jl

NATIONAL ASSOCIATION OF EDUCATIONAL BROADCASTERS
PROJECT IN UNDERSTANDING NEW MEDIA



NAEB

Address reply to:
MARSHALL McLUHAN
PROJECT DIRECTOR
96 Saint Joseph Street
Toronto 5, Ontario, Canada

April 21st, 1960.

RECEIVED
NAEB HEADQUARTERS

APR 23 1960

AM
7 8 9 10 11 12 1 2 3 4 5 6

Mr. Harold Hill,
NAEB,
14 Gregory Hall,
Urbana, Ill.,
U.S.A.

Dear Harold:

Following up yesterday's letter concerning income tax, should the Income Tax Department write you for further information concerning the Grant I think the only information you need provide them is that in 1959 I received \$5,000 American (\$4.725 Canadian) and in 1960 will have received \$7,000 American funds (minus current exchange).

Further data concerning other aspects of the Grant in no way concerns my personal income, and hence does not concern the tax department. Should the American tax also not apply to educational Grants, it would save us paying \$170 to the American Internal Revenue Department.

Very best regards.

Marshall

HMM/RN

Miss Nusbaum points out to me that whereas my salary payments are divided on a basis of \$12,000 in ten months, hers are not. The \$4,500 she was to receive has been divided by 12 so that by the end of June she will be two cheques short of that sum. Is she to receive additional cheques in July and August to make up the \$4,500?

Hmm

(the RS)

Since we had left to him the matter of hiring a Secy., so long as within the budget, I presume we have no alternative but to pay her the total of \$4500, in which case, I suspect Rose should write and ask her how she would like to have it handled.

Yours so. Had thought of \$4500
on 12 mths. basis. But question
better go along. 25/60

Rose - also keep his letter on file as a "formal" notice that \$4500 is what she is to receive - in case he hadn't previously made this clear.

14 Gregory Hall
Urbana, Illinois

September 1, 1960

M. L. Lahan

Miss Ruth Musbaum
116 Lyndhurst Avenue
Toronto, Ontario, Canada

Dear Miss Musbaum:

I'm afraid that I don't have very good news for you. The problem has been complicated by two factors.

In the first place, as I mentioned to you earlier might be the case, we've practically exhausted the funds that were granted for this project and we simply can't dip into our normal operating funds.

Secondly, when we went through the report as submitted, we found so many typographical errors that we are having to expend a considerable sum simply to get the report in the form we honestly feel it should have been in (so far as typing is concerned) when it was forwarded to us. This not only presents fiscal problems, it also makes us a little less sympathetic, because we had hoped that the report, as put together by you, would be in such form (typographically) that we would not have to have it retyped. Unfortunately, such was not the case.

I'm sorry that this whole matter has evolved as it has. I guess there were just too many misunderstandings on both sides. Apparently we did not live up to all you had been led to believe would be forthcoming, and I'm afraid we have been a little disappointed in final results. I trust you will try to understand our position in this matter, and I do regret that we will be unable to forward any more money to you.

Sincerely,

Harold E. Hill
Administrative Vice President

HEH:j1

Let's talk before you write her. BSN

116 Lyndhurst Ave.,
Toronto, Ontario,
Canada,
August 20th, 1960.

Mr. Harold E. Hill,
Administrative Vice President,
NAEB,
14 Gregory Hall,
Urbana, Illinois.

Dear Mr. Hill:

Having just recently returned to the city, I hasten to reply to your letter of July 25th in answer to mine of the 19th.

I can certainly understand your position with regard to funds firmly committed, and agree whole heartedly that it is unfortunate that these matters were not spelled out earlier, but I can assure you that I did everything within business-like reason to communicate with you through Prof. McLuhan at a very early date.

You asked that a final decision be held in abeyance for six to eight weeks (from July 25th), so that I do hope to hear from you within the next 2 to 3 weeks or so.

When I mailed you the last group of invoices re the project around the end of June, to my knowledge debts outstanding at this end were all accounted for. I then felt free to write to you about the matters of deep concern to me, and your prompt and understanding reply was very much appreciated.

I can only now ask that you keep this matter before you in a preferential category for which I feel it is justifiably entitled.

Most sincerely,

Ruth Nausbaum
Ruth Nausbaum.

RECEIVED
NAEB HEAD OFFICE
AUG 23 1960
1789910111412131418

July 25, 1960

Miss Ruth Musbaum
116 Lynnhurst Avenue
Toronto, Ontario, Canada

Dear Miss Musbaum:

I can understand the concern you expressed in your letter of July 19, and I admit I am in sympathy with some of the points you have raised. It is indeed unfortunate that many of these matters were not spelled out more specifically at the time you were employed.

I would like to hold a final decision on this matter in abeyance for six or eight weeks. You see, our budget for this project is pretty well exhausted and we're not quite sure, and won't be for several months, exactly how much we will have left after paying expenses already incurred. As I'm sure you appreciate, the NAEB cannot afford to pay any of the expense of this project from its regular operational budget which is firmly committed. However, if it appears that there will be some funds left, I believe that we would be justified in meeting some of the expenses you indicated in your letter.

Therefore, with your permission, I will wait until we are in a better position to determine our final fiscal balance before trying to determine how much, if indeed anything at all, we can pay to you. I realize that this is an indefinite answer, and I appreciate the work you have done for the project in spite of the apparent problems, but this is the only solution I can offer at this time.

Sincerely,

Harold E. Hill
Administrative Vice President

HEH:jl

Letter no. 1.

McIntosh
file

RECEIVED
NAEB HEADQUARTERS

Sunday Sept 3/60

Dear Harry

SEP 6 1960

(Returned
Shuman-
not read)

Enclosed check from Bob read)

Snafu I've endorsed to you.

\$ 125.00 is for Bob's personal
copy of Gutenberg Galaxy Kine.

\$ 200.00 is for his contribution
to cost of Gut Galaxy job.

Long talks with Wells Foshay
very re-assuring. We are post-
number just as much as post-letters
today. That means that the

logico-positivist foster (numbers)
crowd is passé and
irrelevant in the same degree
and for the same reasons
as the literary gang.

Little did I realize that one
year ago. Numbers are
irrelevant since the computer.
See p 14 of Dantzig. Binary
mode is pre-number and
post-number. Letters and
numbers are both techniques
of translation of one sense
into another. Now we can
have all senses at once via
technology, as in speech.
What about the big vested interests?

They will clobber us for saying
these things. I don't blame them.

But Relevance tells us they've
had it all the same.

Old technology could only translate
one sense at a time etc.

I shall write Gombrik about these
basic matters soon.

Warm regards Marshall

Letter no. 2!
Saturday Sept 3/60

Dear Harry

A grad student friend of mine, Joseph Keogh, has put in many hours on my report for the USOE. I include a letter-head sheet on his behalf suggesting that he be paid \$75.00 for his work to date and for subsequent titivations, if any, to the report.

One point I include in my introductions to The report and to the charts which is new, is this. media are the parameters of all enterprises, whether private or collective. They impose, they are the assumptions. mostly, therefore, they are subliminal just because they are constitutive and pervasive. But to a number-godden age, it may be more effective to say

2
"Media are the parameters" rather than that "the medium is the message." I do not revoke the latter formula. But I do insist that it be observed that the "content" of any medium save speech, is another medium. To have made these two points and to have illustrated them in charts which serve as navigational means for students, is a massive affair. Of course, such a move dislodges or threatens the job-security and prestige of thousands of academic job-holders — outside the communication field as well as inside. But let's simply trust in the ultimate utility of being in conformity with the nature of media in the electric age to justify us. Nor do I think that we need wait long for vindication. Events are moving fast. And when

The Foskay's and Fordsales dare to take up these ideas, we can be sure we aren't really so very far ahead of our culture-lagging colleagues

Foskay said, apropos of media and systems-development: "They start with output and ask 'What input leads to such output?' just as you describe the creative process." I shall push media study towards systems development happy with the certitude that it will not only convince the number boys but convince them that computers enable us to study media dynamics without the fixed perspectives and statics of statistics. This point explains my excitement about Georg von Bekesy's argument in Experiments in hearing that 2 dimensional rather than 3 dimensional art is

27

The key to auditory understanding
is mosaic vs perspective. e.g.
newspaper after telegraph becomes
mosaic. Point of view vanishes to
editorial page. Mosaic is auditory
because of multiple points of view simul-
taneously. And so weiter Harry.

Don't falter at this stage in your
confidence in my ability to out-see
the perspective lads. And check in
on Gombrock's Art and Illusion.

I am quite uninterested in out-smorting
these lads. Were I the least concerned
about approval or acceptance I would
never have taken more than a side-glance
at media. My satisfactions come
from insight not outlook. It is the
richer diet in these days.

Look forward to your comments on
idea that we co-author media series
for schools. Very best
Marshall

14 Gregory Hall
Urbana, Illinois

4981
August 12, 1960

Dr. Marshall McLuhan
96 Saint Joseph Street
Toronto 5, Ontario, Canada

Dear Marshall:

Enclosed, right away, your check. I hope you didn't mind: to save you trying to pay me by Canadian check (the \$20.00), had check for that amount of it made out directly to me. Hence that \$20.00 has been deducted from your check.

I'd given Rose some figures to add (equivalent of meals etc. so you weren't out for your expenses while here). Let me know if you're still out too much. Or was part of your expense borne by Evanston group?

As always I was much stimulated to dig further -- and keep going -- by your "goading" and "probing" effect. Our best to Corinne and children.

Sincerely,

Harry J. Skornia
President

HJS:mr

Dr. Skarnia -

Should I add the \$28⁰⁰
you suggested to this?

R

29 Wells Hill Ave.
Toronto 4

Aug 9 / 60

Dear Harry,

As always, a joy to be with you.

Expense account enclosed. Also Phone bills.

Thanks for transcript from Freund.

Shall put it in shape for the report.

Letter from Ethel Tinker concerning media and the class-room, stemming from our work, which I'll try to get her permission to quote in report.

We would give up at once if we considered the antagonisms we engender, and shall encounter, and failed to keep in view the over-all urgency of getting some ~~veg~~ navigational data and techniques into media matters.

RECEIVED
NAEB HEADQUARTERS

AUG 11 1960

AM 7/8/9/10/11/12/1/2/3/4/5/6 PM

muchos regards !

Marrall

Miss R. Nusbaum,
116 Lyndhurst Ave.,
Toronto, Ontario,
Canada.

July 19th, 1960.

Dr. Harold Hill,
NAEB,
14 Gregory Hall,
Urbana, Illinois,
U.S.A.

Dear Dr. Hill:

During Project in Understanding New Media I asked Prof. McLuhan if he would be good enough to broach several matters to you that were on my mind, as I was unable to get any clarification from him. I must say that he was very reticent to speak on my behalf, and since I am no longer working with him (the project having concluded) I feel it only right that I should speak on my own behalf.

- (1) Exchange on salary cheques (up to 6% over 10-month period)
- (2) Salary cut after acceptance of position
- (3) Salary in lieu of vacation

Number 4, following, occurred at the end of the project. Because of Prof. McLuhan's apparent rigidity I saw no point in discussing it with him:

- (4) Overtime (1-week after June 30th, 1960.)

(1) Loss on salary

I would like to point out that these matters were not afterthoughts. Prof. McLuhan could not (and later would not) clarify many points in Sept. 1959, more or less pointing out that we could cross the bridges as we came to them. After my first cheque in September I asked Prof. McLuhan if something could be done concerning the loss on exchange. The following were the monthly deductions ranging up to 6%:

| | |
|-----------------|---------|
| Sept. (2-weeks) | \$11.50 |
| Oct. | 22.28 |
| Nov. | 20.69 |
| Dec. | 19.94 |
| Jan. | 19.72 |
| Feb. | 21.66 |
| March | 20.50 |
| April | 17.85 |
| May | 28.33 |
| June | 27.22 |

\$209.69

(2) Salary Cut

A salary of \$4700 for the period Sept. 1959 until June 30th, 1960 was arrived at and I accepted the position at this figure. During the following week, Prof. McLuhan said that there had been some mix-up and the salary was \$4500. Prof. McLuhan said that if there were funds remaining at the end of the project he would attempt to have the matter rectified. However, when I approached him about this around the end of May he said he could not remember the incident at all.

(3) Salary in lieu of vacation

In Canada it is statutory that 2% of one's salary be paid in lieu of a vacation. I asked for clarification on this point.

(4) 1-Week Overtime

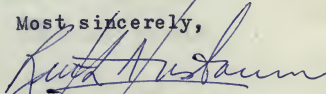
Because of Prof. McLuhan's illness, it was necessary to work at his home for about three weeks, and in order to complete the final report, I worked from 9 a.m. until midnight July 1st (Dominion Day) Sat. July 2nd, Sun. July 3rd and Mon. July 4th. No remuneration was offered.

I would appreciate it if you would address your return correspondence to me c/o

116 Lyndhurst Ave.,
Toronto,
Canada.

I shall look forward to hearing from you.

Most sincerely,


Miss Ruth Nusbaum.

NATIONAL ASSOCIATION OF EDUCATIONAL BROADCASTERS

PROJECT IN UNDERSTANDING NEW MEDIA

NAEB HEADQUARTERS

NAEB

JUL 14 1960

7/8/9/10/11/12/1/2/3/4/5/6

Address reply to:

MARSHALL McLUHAN
PROJECT DIRECTOR
96 Saint Joseph Street
Toronto 5, Ontario, Canada

July 12, 1960

Dr. Harold Hill
NAEB Headquarters
14 Gregory Hall
Urbana, Ill.

Dear Harold,

When I failed to reach you by phone yesterday, I phoned Washington instead, but Jim McPherson was unable to find my contract and so I failed to find out how many copies of the report are to be filed. When Harry Skornia was here he could not recall anything about this matter. Have been very much under the weather for the past month, and am still convalescing, and have to be ready to pull out for a couple of weeks in Kalamazoo at the end of this week. Between the package mailed out to you June 30 and the one that I am mailing to you today, you have the gist of the report and of the syllabus. Heaven knows it is in a somewhat messy state. Most of it was dictated on my back in the hospital and at home. However, I had lots of chance to talk it over here with Harry and to explain my scope and intent. For the present at least, I just want you to have the materials in hand and should more copies be needed they can be provided.

*Need - soon
as possible*

I have had three copies of the Gutenberg Galaxy made. One of these is the property of Bob Shafer, who paid for it and also contributed to defraying the expenses of the video. I thought that the NAEB should have one copy, and that perhaps Washington should have one. If there is still money in our kitty, it would be nice to have some more copies made, at \$125 apiece.

Yours woozily,

Marshall

NATIONAL ASSOCIATION OF EDUCATIONAL BROADCASTERS
PROJECT IN UNDERSTANDING NEW MEDIA

NAEB

Address reply to:
MARSHALL McLUHAN
PROJECT DIRECTOR
96 Saint Joseph Street
Toronto 5, Ontario, Canada

July 4th, 1960.

Mrs. Rose Schmidt,
NAEB,
14 Gregory Hall,
URBANA, Ill.,
U.S.A.

RECEIVED
NAEB HEADQUARTERS

JUL 8 1960

AM 7/8/9/10/11/12/1/2/3/4/5/6 PM

Dear Rose:

Thank you for your nice note. Have been very busy finalizing the project, so things have been a bit of a rush.

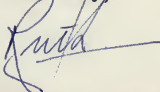
To the best of my knowledge, and as of June 30th, the invoices enclosed close our accounts--with the exception of a local bill for telephone service from the Bell Telephone and St. Michael's College (not enclosed). I called each account to obtain the final figure, so if you receive further invoices from the project would suggest you check to make sure they are not duplications. If Prof. McLuhan plans to use the equipment for further project purposes that would be another matter, of course.

As I will not be in the office, Rose, would you please send your cheques directly to the accounts? Will the enclosed envelopes facilitate things a bit?

Shall be very happy to continue our correspondence, Rose. It has been very pleasant, and certainly the end of the project need not sever connections. I'll be visiting some friends in Maine and will send you a card from there. Perhaps later a few pictures, since I'm a confirmed camera bug!

Again, best wishes for a most pleasant summer, Rose, and thank you for all your wonderful help. Shall write...

Sincerely,



Afterthought:

By the way...regarding the cheques, please add current exchange, and if possible show the addition somewhere on the cheques. Some of the accounts have difficulty recognizing the amounts--forgetting exchange has been included. Would this be too much trouble?

Sincerely,

R.

PROJECT IN UNDERSTANDING NEW MEDIA

In the broadest sense, the object is to devise a means of bridging between in-school and out-of-school experience. Since the sheer flow of information outside of school is out of all proportion to the in-school information flow, this fact alone without regard to the forms and modes in which this flow occurs indicates a new educational need.

A possible new strategy presents itself from the fact of the interaction of multiple media to-day. In teaching writing and language, the great changes in recent decades have arisen from the fact that print now exists as only one among several major media. Photography, film, audio tapes, radio and television have all x-rayed, as it were, the older medium of print, enabling us to see its structure as a form of experience. This structure was not visible in the ages of printing but what the new media have done to print they have also done to one another, rendering themselves structurally luminous from within.

To understand media in this over-all structural way offers a real short cut to the education of perception and judgment. For the various media exert a direct non-verbal pressure upon all habits of perception and judgment. It has not been sufficiently noticed that these powers exercise an almost exclusively non-verbal and subliminal pressure upon the assumptions within our experience.

For example, the telephone has changed the patterns of decision-making to such a degree as to make the older structure of delegated authority in business and management not only obsolete, but a threat to the continued existence of management functions. This clash between telephone and typewriter has received only incidental appraisal in Parkinson's Law. It has caused the sudden rise of many management centers which attempt decentralization by means of over-all training of specialists.

The impact of new structures such as photography and film upon habits of learning and judgment are, of course, far greater than that exerted by the telephone. Obsession with "content" seems infallibly to obscure the structural changes effected by media.

The future of navigation in education at any level depends upon an exact knowledge of ever-changing lines of forces exerted by new media structures, and beamed irresistably into our personal and social modes of awareness.

To provide ways of discerning these lines of force, these currents not of opinion but of perception, is the aim of the Project in Understanding New Media.

Marshall McLuhan

DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON 25, D. C.

June 15, 1960

RECEIVED
NAEB HEADQUARTERS

JUN 16 1960

Dr. Harry J. Skornia, President
National Association of
Educational Broadcasters
14 Gregory Hall
Urbana, Illinois

Dear Harry:

For once I'll be both prompt and concise in responding to your correspondence. This is in reply to your letter of June 8. The report and letter seem, to my unpracticed eye, to say all the things which we need to know. I'm sending them on to Kal for his review and the necessary actions. The small anticipated balance in your account is something over which we cannot and need not be concerned.

Thanks very much for the materials. Let us know of anything further which we may be in a position to do.

Sincerely yours,

Ванен

Warren F. Seibert
Senior Research Coordinator
Educational Media Branch

14 Gregory Hall
Urbana, Illinois

June 8, 1960

Mr. Warren F. Seibert
Senior Research Coordinator
Educational Media Branch
Department of Health, Education,
and Welfare
United States Office of Education
Washington 25, D. C.

Dear Warren:

Thank you for your letter of June 1.

Enclosed is the fiscal report on Grant No. 711053, Understanding Media, for the fiscal quarter ending March 31, 1960.

We'd like to mention, Warren, that the April and May direct costs plus the 15% indirect costs amount to \$5,435.52, leaving a balance as of May 31 of \$6,864.23. The June estimate (including final payments on rental of furniture and machinery, salaries, planned travel, supplies, etc.) will be very close to the \$6,800 left and may run over that by a few dollars. Hence, I fear we couldn't plan on any return at this time.

If we have any questions as the project nears conclusion, we shall certainly contact you. Again our warm thanks for all your assistance to date.

Sincerely,

Harry J. Skornia
President

HJS:kh

DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE
US OFFICE OF EDUCATION
WASHINGTON 25, D. C.

June 1, 1960

Dr. Harry J. Skornia
President
National Association of
Educational Broadcasters
14 Gregory Hall
Urbana, Illinois

Dear Harry:

*ROSE
Don't
recall
seeing.*

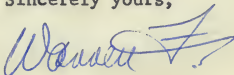
For some reason, I've been a mediocre communicator on matters relating to the McLuhan project (#279). In spite of this, we seem to be in very good agreement on a somewhat nebulous set of topics. Your letters of 2/12 and 4/18 indicate a budget reduction and my letter of 4/14 indicates that this is agreeable. Although there may be some fiscal problems, they seem to be minor ones.

First, do you now have a full accounting of the money spent or to be spent before the project terminates? If you have these things and will not overspend by more than ten per cent in any of the budget categories (e.g., salaries, services, travel), then the final accounting at this end should be easy to accomplish. To clarify further, our budget shows amounts such as \$5,500 for travel, \$1,400 for supplies-materials, etc. It will be these individual amounts, plus the total amount which will need to be examined in final accounting.

Second, if you can very quickly identify the surplus dollars, if any, and return them to our account, we might be able still to use them in new funding which is now underway. We gather from the earlier correspondence that such surplus would not be great and this is therefore not a critical matter; however, if funds are returned later than the middle of June, they are **probably** lost to the Title VII program.

If there is anything further which we can help to accomplish as you bring the project to its conclusion, please give us a call or a quick letter and we will try to be of assistance.

Sincerely yours,



Warren F. Seibert
Senior Research Coordinator
Educational Media Branch

NATIONAL ASSOCIATION OF EDUCATIONAL BROADCASTERS

PROJECT IN UNDERSTANDING NEW MEDIA

NAEB

Address reply to:
MARSHALL McLUHAN
PROJECT DIRECTOR
96 Saint Joseph Street
Toronto 5, Ontario, Canada

June 7th, 1960

RECEIVED
NAEB HEADQUARTERS

JUN 9 1960

AM 7 8 9 10 11 12 1 2 3 4 5 6 PM

Dr. Harry J. Skornia,
NAEB,
14 Gregory Hall,
Urbana, Ill.

Dear Harry:

While I think of it, would you as soon as you can expedite arrangements for clearing the kinescope of the Gutenberg Galaxy (is it via N.E.T?) so that it can be brought into Canada right away without a great charge and fuss at the Customs. I rather think the CBC may be interested and, if so, I can probably wangle kinescopes of The Teenager for educational circulation.

Wonderful about your coming up here to camp in July. There are nice spots within 40 to 60 miles of Toronto. Shall send you some campint literature. One possibility would be for us to share a spot or have adjacent spots.

Shall be in Kalamazoo on a Communications Seminar at the University of Western Michigan, July 18 - 25th. Apart from that we have made no definite arrangements.

I think it would be possible to make ten or twelve half hour videos at Wayne at about \$2500 a piece covering ten or twelve different media. Now that Fred Rainsberry has taken over here from R. S. Lambert there are definitely possibilities of the CBC doing a few studies of this sort.

Am enclosing a couple more of the Russky pages, in the event that you have people in mind who might be interested.

Blessings, *Marshall*

McLuhan

14 Gregory Hall
Urbana, Illinois

June 13, 1960

Dr. Marshall McLuhan
96 Saint Joseph Street
Toronto 5, Ontario, Canada

Dear Marshall:

Having been on road so much, don't know about "Gutenberg Galaxy."
See part of comments of people in office, when I asked them about
it.

Can you give me further clues? Don't know where to start.

Hope to see you -- probably about July 7 or 8.

Just in and out again. Looks as if, on this project, the Wayne
Kines couldn't be financed. But I hope they and/or others can
still do.

Best again,

Harry J. Skornia
President

HJS:jl
Enclosure

Have it

NATIONAL ASSOCIATION OF EDUCATIONAL BROADCASTERS
PROJECT IN UNDERSTANDING NEW MEDIA

NAEB

Address reply to:
MARSHALL McLUHAN
PROJECT DIRECTOR
96 Saint Joseph Street
Toronto 5, Ontario, Canada

June 7th, 1960.

RECEIVED
NAEB HEADQUARTERS

JUN 9 1960

AM 7 8 9 10 11 12 1 2 3 4 5 6 PM

Dr. Harold E. Hill,
NAEB,
14 Gregory Hall,
Urbana, Ill.,
U.S.A.

Dear Harold:

The video was completed at Wayne on Saturday. Kinescopes are being made in New York now. Bills from the Canadian National Film Board (about \$80), from the Jam Handy Film Services and from the Wayne State Educational Station - \$225 and \$975 respectively - will be going to you direct before long.

I think we shall have reason to feel rather pleased with this video and you can be sure that it will, at the very least, get a great deal of attention.

The \$975 price includes the cost of 3 kinescopes at \$125 a piece. However, the total bill may prove to be somewhat larger.

Best regards.

Marshall

Marshall McLuhan.

Some 2 pd
prey his people
for time.

21002

[25]

9 ordered
2 more
total 11

bill
(+ copy) needed
from ks possible

DETROIT EDUCATIONAL TELEVISION FOUNDATION
KINESCOPE REQUEST FORM

1. Name of Organization WAYNE STATE UNIVERSITY
2. Name of Program to be Kinescoped GUTENBERG GALAXY
3. SATURDAY JUNE 4, 1960 3:45 4:15 - 4:45
Day Date Time
4. Length of Program half hour
5. Program will be kined From-the-air Via closed circuit XX
6. Program originates in the WAYNE STATE UNIVERSITY studio.
7. Name of Person in Charge of this Program is Gary Gumpert
who may be reached at this phone number TE 3-1400 ext #239
8. We want a double system negative kinescope and 3
(positive, negative, double system) prints.
9. My organization is to be billed and will pay for these services at the established rate.
10. Special instructions (re billing, delivery, date needed, intended usage)
Bill directly to: NAEB, Media Research Project, Attn: Dr. Marshall
McLuhan, c/o Wayne State University Television.
DUB OF VTR (WTVS TAPE #19)
11. If kinescope engineer cautions that kinescope may not be good
Gary Gumpert is hereby authorized to order processing.
CONFIRMING
Requested by Lawrence Clamage Approved by Lawrence Clamage
Or _____

Return completed form at least three days before kine date in triplicate to:

Joseph Welling
WTVS
12300 Radio Place, Detroit 28

..(Do Not Write Below This Line)

Scheduled and Confirmed by Joseph Welling of DETF. Date 6-2-60
Established Rate \$275.00 + \$150 for prints
Job Number ND - 523 - BR
Kinescope Quality BR

3 PRINTS

Kinescope Engineer JWB

56

UNITED STATES INTERNATIONAL TELEVISION FOUNDATION

11000 James Courtyard, Detroit 35, Michigan, UN 4-5820

NALB Media Research
c/o Wayne State University
Department of Radio & Television
Attn: Dr. Marshall McLuhan
4841 Cass Avenue
Detroit 1, Michigan

Date 8/31/60

Invoice No. K 070

| Date Made | Name of Program | No. | Length | Type | Amount |
|---|-----------------|------------------|----------------|------|-----------|
| | Gutenberg Wax | 1 | dbl sys neg | | \$ 275.00 |
| | | 3 | release prints | | 150.00 |
| | | | sound neg. | | 78.00 |
| positive negative - single system sound negative - double system sound brackets indicate part of an hour | | MONTHLY TOTAL | | | 503.00 |
| In addition, Sponsorship and Videotape charges billed separately. | | PREVIOUS BALANCE | | | |
| | | TOTAL CHARGE | | | |

NPO INVOICE - VOUCHER

NPO

VOUCHER NO.

INSTRUCTIONS TO PAYEE/VENDOR

1. SUBMIT A SEPARATE INVOICE FOR EACH PURCHASE TRANSACTION AND BILL EACH SHIPMENT SEPARATELY.
2. PREPARE THREE COPIES OF THE STANDARD FORM ON DATE OF SHIPMENT, USING INK OR TYPEWRITER.
3. THE UNIVERSITY IS EXEMPT FROM FEDERAL EXCISE TAX AND STATE SALES TAX, IF ITEMS COVERED BY THIS INVOICE ARE NORMALLY SUBJECT TO EXCISE OR CREDIT FOR SUCH TAX MUST BE SHOWN ON INVOICE BY DETAILING THE EXEMPTION.
4. DO NOT FILL IN DISCOUNT OR NET TOTAL.
5. DETACH SECOND COPY (GREEN) AND TRANSMIT REMAINDER TO WAYNE STATE UNIVERSITY, DETROIT 2, MICHIGAN.

MUST BE FILLED IN BY PAYEE/VENDOR

1 PAYEE/VENDOR: **Det. Ed. TV Foundation**
 ADDRESS: **18323 James Couzens**
 CITY: **Detroit 35** STATE: **Michigan**

2 PAYEE/VENDOR'S CERTIFICATION
 I hereby certify that the materials or services listed herein have been delivered, that the invoice is correct and that the amount is correct and that no part of same has been paid.

3 PAYEE/VENDOR: **Detroit Educational Television Foundation**

BY: **Business Manager**
 (MUST SIGN IN INK)

TITLE: **Business Manager**

ATTACH ORIGINAL BILL OF LADING AND FREIGHT BILLS.

DISCOUNT TERM DAYS BEGIN TO ELAPSE FROM DATE MATERIALS AND INVOICE/VOUCHER ARE RECEIVED IN SATISFACTION FORM BY THE UNIVERSITY.

3 CHARGE AUTHORIZED BY: **Dr. Paul Rickard**

DEPARTMENT ADDRESS: **Television**
1841 Cass Avenue

MUST BE FILLED IN BY PAYEE/VENDOR

VENDORS INVOICE NO: **R 070**

INVOICE DATE: **8/31/78**

FILE NO: **P/30**

| 3 | Quantity | 6 | Unit | 7 | Description of Commodities or Service | 8 | Unit Price | 9 | Amount | 10 | Leave Blank |
|---|--------------------|---|------|---|---------------------------------------|--------------------|------------|----|--------|----|-------------|
| 1 | | | | | double system negative | | 275 | 00 | 275.00 | | |
| 3 | | | | | release prints | | 50 | 00 | 150.00 | | |
| 1 | | | | | sound neg. | | 78 | 00 | 78.00 | | |
| DO NOT HESITATE TO TYPE THROUGH THIS SPACE | | | | | | | | | | | |
| ITEM 3 MUST BE COMPLETED-OTHERWISE PROCESSING OF PAYMENT MAY BE DELAYED. THIS IS A NO PURCHASE ORDER VOUCHER. PURCHASE ORDERS MUST BE BILLED ON WAYNE STATE UNIVERSITY FORM NO. 2179. | | | | | | | | | | | |
| PAYEE/VENDOR DO NOT WRITE BELOW THIS LINE EXCEPT GROSS TOTAL | | | | | | | | | | | |
| DEPARTMENTAL CERTIFICATION | | | | | | | | | | | |
| IT IS HEREBY CERTIFIED THAT THE COMMODITIES OR SERVICES REPRESENTED IN THIS VOUCHER HAVE BEEN RECEIVED, THAT THE AMOUNT IS CORRECT AND IS HEREBY APPROVED FOR PAYMENT. | | | | | | | | | | | |
| ACCOUNT NO. | SIGNED, AUTH. REP. | | | | DATE | APPROVED BY (DEAN) | | | | 12 | GROSS TOTAL |
| | | | | | | | | | | 13 | DISCOUNTS |
| | | | | | | | | | | 14 | NET TOTAL |

\$ 503.00

| DEPARTMENT | | | | APPROVED BY | | | | DATE | | | | | | | |
|------------|--------------|----|-------------|-------------|--------------|----|---------------|------|------------|----|----------------|----|--------------|----|------------|
| 15 | Invoice Date | 16 | Invoice No. | 17 | Gross Amount | 18 | Disc. or Adj. | 19 | Net Amount | 20 | Account Number | 21 | Liquidations | 22 | Back Order |
| | | | | | | | | | | | | | | | |

| DISTRIBUTION | | | | PURCHASING OFFICER'S APPROVAL | | | | | | | | |
|--------------|-----------------|----|--------------|-------------------------------|---------------|----|---------|----|----------|----|-----------|------|
| 23 | Compl. Verified | 24 | Encum. Clerk | 25 | Voucher Clerk | 26 | Auditor | 27 | Approved | 28 | Check No. | Date |
| | | | | | | | | | | | | |

1. BLUE ACCOUNTING
 2. GREEN VENDOR
 3. PINK CONTROL

SIGNED BY: _____ PURCHASER: _____ OFFICER: _____

VENDOR DETACH AND RETAIN THIS COPY

NATIONAL ASSOCIATION OF EDUCATIONAL BROADCASTERS

PROJECT IN UNDERSTANDING NEW MEDIA

NAEB

RECEIVED
NAEB HEADQUARTERS

JUN 2 1960

AM 7 8 9 10 11 12 1 2 3 4 5 6 PM

May 31st, 1960.

Address reply to:

MARSHALL McLuhan
PROJECT DIRECTOR
96 Saint Joseph Street
Toronto 5, Ontario, Canada

Dr. Harold Hill,
NAEB,
14 Gregory Hall,
Urbana, Ill.

Dear Harold:

The Video to be shot Saturday, June 4th, we rehearsed and pretty well mounted in final form, this past Friday and Saturday, May 27th and 28th.

I took Harley Parker along, Art Director of the Royal Ontario Museum, who has worked for years with me on the effects of print. He is a trained typographer himself. He makes it possible for us to be completely spontaneous and to dispense with script.

Bob Shafer makes the third member of the dialogue team. He has offered to chip in a few hundred dollars towards the cost of this video. It fits very well the needs of his own project in teacher training.

Here are the expenses that Parker and I incurred:

| | |
|------------------------|--------------|
| Air porters and cabs | 11.50 |
| Return air trip for 2 | \$58.00 |
| Hotel for 2 | 28.45 |
| Meals for 2 (two days) | <u>30.00</u> |

TOTAL - \$127.95

Very best regards.

Marshall

Marshall McLuhan.

Re - noted
Hah
fyi
R.

Top me
only

May 25, 1960

Miss Ruth Musbaum
96 Saint Joseph Street
Toronto 5, Ontario, Canada

Dear Ruth:

Enclosed are checks for the recent bills you sent me.

Although the project, as I understand it, is to close around June 30, all bills will not need to be in by that date. Our fiscal report won't be sent in until July at the earliest, so we can take care of statements after June 30.

Thank you for sending on the checks to the various companies.

Please tell Dr. McInhan we were all shocked by the sudden death of Dr. Skornia's father and are trying to lighten the load by being as helpful as possible at a time like this.

Thanks again Ruth for the nice note.

Sincerely,

RS:jl

NATIONAL ASSOCIATION OF EDUCATIONAL BROADCASTERS
PROJECT IN UNDERSTANDING NEW MEDIA



NAEB

Address reply to:
MARSHALL McLUHAN
PROJECT DIRECTOR
96 Saint Joseph Street
Toronto 5, Ontario, Canada

May 20th, 1960.

RECEIVED
NAEB HEADQUARTERS

MAY 23 1960

AM PM
7 8 9 10 11 12 1 2 3 4 5 6

Mrs. Rose Schmidt,
c/o NAEB,
14 Gregory Hall,
Urbana, Ill.

Dear Rose:

Here are a few more items to do with our project which really belong with the last group sent to you.

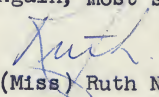
I hope you got my note alright. Our creditors are used to waiting a few days longer, since in most cases they understand the nature of the project and know it is not a "business".

I wish I could write and tell you I've got a wonderful Spring tan, but about all I can say is that I've still got a wonderful winter pallor, and unless the weather breaks soon that is all we will all have!

Professor McLuhan has just looked in, so it's back to the letters. With the project ending soon things seem to be piling up, but it will all come out fine I'm sure.

By the way, in order to keep within your June 30 deadline, what is the latest date suggested to send final statements, or broach questions? I can arrange for our accounts to bill us before the end of the month wherever possible.

Again, most sincerely,


(Miss) Ruth Nusbaum.

top only

NATIONAL ASSOCIATION OF EDUCATIONAL BROADCASTERS

PROJECT IN UNDERSTANDING NEW MEDIA

File #2

NAEB

RECEIVED
NAEB HEADQUARTERS

MAY 23 1960

AM 7:09 PM 10:11 12:14 1:19 4:16

Rose

May 20th, 1960.

File

Address reply to:
MARSHALL McLUHAN
PROJECT DIRECTOR
96 Saint Joseph Street
Toronto 5, Ontario, Canada

*Heh-
zy I
R.*

Mr. Harold Hill,
NAEB,
14 Gregory Hall,
Urbana, Ill.,
U.S.A.

Dear Harold:

Just heard of the death of Harry Skornia's father.
Harry's plate was already full enough.

Am back from five days of Galveston and Houston.
Wish I had a lot of money to invest in the phonoscope
stock. They put on an educational demonstration of its
uses for me in Galveston. It ends all the objections
which are currently being made about television in the
classroom. The teacher and the class have complete
report. The students can use telephone or P.A. for
audio intercom, but it is entirely misleading to use
such an instrument merely in order to recreate the condi-
tions of the classroom, since it can do so many things
that the classroom could never do. Here is a unique case,
however, of major technology getting a classroom tryout
before a commercial one. In ordinary community use
video telephone, in color, means a totally new era in
packaging and shopping. In terms of management and deci-
sion-making all problems involving visual materials,
layout and design in publishing and in ad agency worlds
could be handled at very high speed and very low cost.

Had my most profitable visit with Harold Wigren and
was amazed at the extent of his operation as Audio-Visual
Director of 184 Houston Schools. Most of my time, however,
was spent with Dick Evans who is a person of real calibre.
I got to talk to their Psychology Dept. about various
aspects of media.

Enclosed is my list of somewhat heavy expenses.
Please note that I paid for my air travel in Canadian
funds, an additional 5%.

Very best regards.

Marshall

14 Gregory Hall
Urbana, Illinois

June 2, 1960

Dr. Marshall McLuhan ✓
96 Saint Joseph Street
Toronto 5, Ontario, Canada

Dear Marshall:

Please forgive me. Each week I've been in Washington. Leave again Monday AM via East Lansing for all week there. Time left for what I should do is all to little.

I bought Number. I need to finish reading it. Will take in my brief case next time, to get at least what you were driving at in the section you suggested.

I trust you are beginning to pull together your project for the termination and final report, due on or about July 1. I mention this because I plan to take July as vacation. Tried to last year, but it became riddled with "must" meetings.

This year Lee and I (Mary will stay here in July and take a vacation she likes, later) plan to go camping. We've decided to try to find a good spot among the lakes of Ontario. We'll go up via Niagara Falls, which Lee hasn't seen. If you're around in early July perhaps we could drop in to say "hello." Not quite sure of exact date, but would let you know -- and wouldn't want to interfere with any plans you have. If we do -- please tell me how to find you. Toronto is just a big confusion, as far as directions etc. are concerned.

Dr. Marshall McLuhan, Page 2, June 2, 1960

If I survive the travel and pressures of the next few months -- I'm looking forward to dropping out of NAEB (partly in September; fully after the convention) to beginning to develop some new graduate courses here. One will be in the nature of electronic media -- or criticism (or standards for criticism). Need to start a very simple, step-by-step syntax development. Others will include TV-radio for teachers; international broadcasting -- and possibly others. I won't try to teach any of these until the following year of course. But for the first, the results of your project will be essential foundation blocks -- as will any materials you can make available. I'll want to keep in touch with you throughout, for perhaps some such will be useful in Canada, and the rest of the world. With more time, I'll really be able to try.

Felt I had to take time to drop you this note. Awfully sorry for the shabby way I've had to treat so many who deserve better.

It was nice to see your wife -- bless her! All the finest to you all.

Sincerely,

Harry J. Skornia
President

HJS:jl

*P.S. After writing the above just received
copy of your book. Thanks very much.*

April 23, 1960

Dr. Marshall McLuhan
Project Director
96 Saint Joseph Street
Toronto 5, Ontario, Canada

Dear Marshall:

In the midst of preparation for Board meeting and IERT next week at Columbus. Will you be there?

Your last letter of April 21, received. Haven't yet received the Richard Meier paper.

Looks as if new vistas are opening up-----.

Best,

Harry J. Skornia
President

HJS:kh

NATIONAL ASSOCIATION OF EDUCATIONAL BROADCASTERS

PROJECT IN UNDERSTANDING NEW MEDIA

NAEB

Address reply to:
MARSHALL McLUHAN
PROJECT DIRECTOR
96 Saint Joseph Street
Toronto 5, Ontario, Canada

April 21st, 1960.

RECEIVED
NAEB HEADQUARTERS

APR 23 1960

Dr. Harry Skornia,
NAEB,
14 Gregory Hall,
Urbana, Ill.

AM PM
7 8 9 10 11 12 1 2 3 4 5 6

Dear Harry:

Am sending you a paper tomorrow by Richard Meier of the Social Science Research Council. It is typical of the way things happen that David Riesman should have urged me to contact him a few days ago, when I was in Cambridge, and when I got home his paper on communications and economics had been sent on to me by Arthur Cole the Economist, quite independently of Riesman. I am to give a paper in September, at the Annual Meeting of the Economic History Group, on the media and economic development. My work with the Electric Engineering Department is moving right along. One major factor that they have ignored hitherto is that so-called information in any circuit is really an additional medium rather than "content". Even Electrical Engineers can be bedevilled by older subliminal aspects of our culture. The fact that for thousands of years we have put the medium of speech into the phonetic visual code has blinded people to this as cause of our notion of "content". Forms like painting, music and even photography are not thought of as containing anything, since there is only one medium involved.

The Meier paper plays "field" all the way making it very simple to perceive how any medium new or old is a natural resource, as much as wood or coal or metal. And a natural resource or staple is also then seen as a medium of communication. In a word, media and staples alike become basic configurations imposing their own patterns and assumptions on all who are concerned with them.

I think we will have to join forces with the Richard Meier's. My approach to media makes it possible to interrelate the information approach to the older media and the traditional art forms. Hope you will have time to tell me about your feelings concerning the Meier paper.

Blessings Marshall

April 26, 1960

M. L. Lukan

Dr. Marshall McLuhan
96 Saint Joseph Street
Toronto 5, Ontario, Canada

Dear Dr. McLuhan:

Thank you for your letter of April 20 to Mr. Hill.

Due to the usual chaos prevailing the week before the IERT, Mr. Hill has turned your letter over to me for answering.

Educational grants in America are not tax-exempt.

Very warm regards to you from all of us here.

Sincerely,

(Mrs.) Rose Schmidt
Staff Associate

RS:jl

NATIONAL ASSOCIATION OF EDUCATIONAL BROADCASTERS

PROJECT IN UNDERSTANDING NEW MEDIA

NAEB

Address reply to:
MARSHALL McLUHAN
PROJECT DIRECTOR
96 Saint Joseph Street
Toronto 5, Ontario, Canada

RECEIVED
NAEB HEADQUARTERS

APR 20th, 1960.

APR 23 1960

Dr. Harold Hill,
NAEB, 718 910 1112 1121 314 116
14 Gregory Hall,
Urbana, Ill.,
U.S.A.

Dear Harold:

Enclosed is a note which I am sending along with my Canadian Tax Return for 1959. I was on the point of mailing my Return out when I 'phoned the Tax Division stating just what is enclosed in this letter. Their opinion was that money paid to me by the NAEB would not be taxable, since it was from an educational source and paid to an educator on-leave-of-absence, and to one who was engaged in educational research. If this should be their final interpretation it will save me upwards of \$1,000, so here's hoping.

You might mention to me, Harold, whether a similar ruling applies to American Taxation of educational grants.

Spring seems finally to have mosied up this way, but without any very definite intentions.

Most cordial regards,

Marshall

HMM/RN

Enclosure.

96 St. Joseph St.,
Toronto 5, Ont.
April 20th, 1960.

Director,
Income Tax Division,
Government of Canada,
1 Front St.,
Toronto, Ont.

Dear Sir:

From January to September, 1959, my salary was paid by St. Michael's College, University of Toronto. From Sept. 1959 to June, 1960 I am on leave of absence from the College and the University to Direct an Educational Project in the Understanding and Teaching of the New Media in Education. This was made possible by a grant from the U.S. Office of Education to the National Association of Educational Broadcasters. The NAEB have made this grant available to me to carry out research in the New Media of Communication as they concern education. The grant which I am using, then, is from an educational quarter and entirely for an educational end. Being entirely in the category of educational bursary, I file my tax return on the assumption that this bursary is not taxable.

Should you wish to have further information on this matter, write to Dr. Harold Hill, Associate Director, NAEB, 14 Gregory Hall, University of Illinois, Urbana, Illinois, U.S.A.

Yours very truly,

Marshall McLuhan.

air
14 Gregory Hall
Urbana, Illinois

March 31, 1960

Mrs. Marshall McLuhan
29 Wells Hill Avenue
Toronto 10, Ontario, Canada

Dear Mrs. McLuhan:

At the request of Miss Ruth Nusbaum, I am enclosing the withholding tax statement for the salary paid to Marshall by the NAEB in 1959. We had not sent one previously because we were not aware of Marshall's income from General Electric, and Canadians earning \$5,000 or less in the United States do not normally have to pay United States income tax. My only regret is that we were not informed sooner, because this will now cause certain complications so far as our filing with the United States Department of Internal Revenue is concerned.

I am sorry that we are not in a position to provide exact and accurate records as to the amount of travel expense for which we reimbursed Marshall during the year, because he did not always send us receipts, hotel bills, etc. If we had had such documentation, we would have been able to supply the information you need. As it is, our records are no more complete than the copies of travel vouchers which Marshall received with each reimbursement check we sent him.

Sincerely,

Harold E. Hill
Administrative Vice President

HEH:jp

Enclosure

CC: Miss Ruth Nusbaum

Withholding ~~statement~~
statement

NATIONAL ASSOCIATION OF EDUCATIONAL BROADCASTERS
PROJECT IN UNDERSTANDING NEW MEDIA



NAEB

Address reply to:
MARSHALL McLUHAN
PROJECT DIRECTOR
96 Saint Joseph Street
Toronto 5, Ontario, Canada

March 28th, 1960.

Mrs. Rose Schmidt,
NAEB,
14 Gregory Hall,
Urbana, Ill.,
U.S.A.

Dear Mrs. Schmidt:

Prof. McLuhan apparently did some lecturing at General Electric early in 1959 and, therefore, his U.S. earnings for that year are in excess of \$5,000.00. This means that he will have to pay American Income Tax after all.

If you could let Mrs. H. M. McLuhan at 29 Wells Hill Ave., Toronto 10, Ontario, have the necessary papers to be filled out, it would be most appreciated.

Sincerely,



(Miss) Ruth Nusbaum.

This is probably a hopeless question, but I shall ask it anyway. Prof. McLuhan did not keep his dinner and entertaining stubs while travelling for the NAEB. Would there be any way of accounting for the approximate amount to be substantiated by the NAEB? I presume your regulations are like ours and the answer is no, but no harm in enquiring.

Staff Associate
NAEB

April 22, 1960

McLuhan

Dear Ruth:

Thank you for your nice letter of April 18.

I can well imagine how interesting it would be to work with Dr. McLuhan. And, although I have never been to Canada, I have always pictured it as being a wonderful, nostalgic country.

Mr. Coleman's address is 453 Rosewood Avenue,
East Lansing, Michigan.

Very best wishes,

NATIONAL ASSOCIATION OF EDUCATIONAL BROADCASTERS
PROJECT IN UNDERSTANDING NEW MEDIA



NAEB

Address reply to:
MARSHALL McLUHAN
PROJECT DIRECTOR
96 Saint Joseph Street
Toronto 5, Ontario, Canada

April 18th, 1960.

Mrs. Rose Schmidt,
NAEB,
14 Gregory Hall,
Urbana, Ill.,
U.S.A.

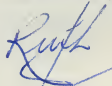
Dear Rose:

Your idea about dropping formalities is an excellent one, and one that I was about to suggest myself in a previous letter. Sometimes I feel as if I am off in the wilderness--so far removed from the NAEB office, and nestled so quietly in the confines of the University. However, it has been an interesting experience working with Prof. McLuhan here.

Would very much like the address of Mr. R. J. Coleman, Rose. Would you mind sending it along to me? There are a few matters I have asked Prof. McLuhan to clear up for me before the end of the project. Will send a copy of his letter to you and Mr. Hill.

Thank you again.

Sincerely,



Marshall McLuhan

NATIONAL ASSOCIATION OF EDUCATIONAL BROADCASTERS
PROJECT IN UNDERSTANDING NEW MEDIA



NAEB

Address reply to:
MARSHALL McLUHAN
PROJECT DIRECTOR
96 Saint Joseph Street
Toronto 5, Ontario, Canada

April 18th, 1960.

Mr. Harold Hill,
NAEB,
14 Gregory Hall,
Urbana, Ill.,
U.S.A.

Dear Harold:

RECEIVED
NAEB HEADQUARTERS

APR 20 1960

AM 7/8/9/10/11/12/1/2/3/4/5/6 PM

The latest trip has been to Cambridge, Mass. where I had some most promising discussions with the Dean of Electrical Engineering at M.I.T. concerning media. It is my work here with the Electrical Engineering Division that sent me off there, and I hope to be going back to see Gordon Brown and Claude Shannon at M.I.T. quite soon.

(Have lost my airline receipt on this trip. Will forward it if I succeed in finding it later.

Enclosed also is a news item concerning your extra-curricular activities.

Very best wishes,

Marshall

HMM/RN

Enclosures.

April 18, 1960

Fiscal Management
Office of Education
Washington 25, D. C.

Dear Sir:

In accord with our amended budget on contract #279, reducing it from \$35,015 to \$30,000, we are returning this check, uncashed, since it is not needed to comply with the amended contract.

Sincerely,

Harry J. Skornia
President

HJS:jl

Enclosure *check*

CC: Mr. Warren F. Seibert

*added long hand
note to Seibert
Saying we thought
we'd use all the
rest.
H*

DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON 25, D. C.

April 14, 1960

Dr. Harry J. Skornia
President
National Association of
Educational Broadcasters
14 Gregory Hall
Urbana, Illinois

Dear Harry:

My apologies for having failed to catch the last check before it was sent to you. This should have been done and I note (again) your specific request to this effect in the letter of February 12. If you will simply return the unsigned check to Fiscal Management, Office of Education, together with a brief explanatory note, the matter can be taken care of. A copy of your note for our files would be helpful.

Our check of the files also shows that the NAEB project #279 was funded from fiscal year 1960. In view of the fact that you anticipate some surplus in the \$30,000 paid thus far and in view of the fact that the surplus, if returned to us later than about June 1 would be lost to Title VII, we wonder if it might be possible for you to project your needs through the close of the fiscal year, compute a reasonable estimate of the amount of surplus, and return this amount to the program within 30-45 days. We will appreciate any actions along these lines which you are able to take.

If we can be of further assistance, please let us know.

Sincerely yours,



Warren F. Seibert
Senior Research Coordinator
Educational Media Branch

*Don't feel
we should
cut much
out of present
budget,
3/14/60*

*Rose
(see attached)*

14 Gregory Hall
Urbana, Illinois

April 11, 1960

Dr. Marshall McLuhan
Project Director
96 Saint Joseph Street
Toronto 5, Ontario, Canada

Dear Marshall:

No problem paying Knowles' travel out of "Travel" budget, as long as total doesn't run over for this item.

Re books: think same rule should prevail as here. If book becomes NAEB property after project, NAEB pays. Otherwise, if you want to keep personally, would think not.

I treat myself the same. I spend \$100.00 or so a year, personally, on lots of books I personally want, and don't want any "jurisdictional disputes" over if and when I leave the NAEB.

Glad things are moving. Suspected that we couldn't use film at IERT. After CBC showing (might write Gould, Shayon etc. to arouse interest) you and CBC (who have the rights) should contact CBS and NBC. I will then also write 'em.

Sincerely,

Harry J. Skornia
President

HJS:kh

NATIONAL ASSOCIATION OF EDUCATIONAL BROADCASTERS
PROJECT IN UNDERSTANDING NEW MEDIA



NAEB

Address reply to:
MARSHALL McLUHAN
PROJECT DIRECTOR
96 Saint Joseph Street
Toronto 5, Ontario, Canada

April 8th, 1960.

Dr. Harry J. Skornia,
NAEB,
14 Gregory Hall,
Urbana, Ill.

RECEIVED
NAEB HEADQUARTERS

APR 11 1960

AM 7 8 9 10 11 12 1 2 3 4 5 6
PR

Dear Harry:

Enclosed letter from Lee Dreyfus shows that things are moving. I want to get your approval for diverting say \$100 of my travel money to enable Art Knowles (my part time assistant from the National Film Board) to spend four or five days in Detroit working on the matters that are indicated in the Dreyfus letter.

If it should be easier to use funds in the budget for film and videos for this purpose, its all one to me.

Also, I have kept forgetting to ask you whether you consider the occasional book a legitimate part of my expenses in the project. As you are well aware, for anybody making up a syllabus on the teaching of media, there are a good many books appearing from month to month which are not accessible in public libraries. So far I think I have bought about four or five such books.

Most cordially,

Marshall



WAYNE STATE UNIVERSITY

WALTON AND HARRIS BUILDING

DETROIT 2, MICHIGAN

April 3, 1961

Dr. Marshall McLuhan
Department of English
University of Toronto
Toronto, Ontario

Dear Marshall:

As I understand, one of our producer-directors, Gary Gumpert, had a chance to meet you when you were here in Detroit. If we are able to carry out the production of your proposed script, it would be Gary who is the individual on our staff most capable of putting it together. It will be necessary, however, for you and your research assistant to bring with you to this program the gathered film clips, photos, and drawings involved.

I checked with the Jam Handy Company here in Detroit which is probably the world's largest commercial, industrial, and educational film house concerning the use of their film material. Miss Loma May, with whom I had contact, has suggested that she and your research assistant get together in order to determine what materials in the Jam Handy file that would be valuable to your project. Miss May will not do any screening, etc., with your research assistant, but will see that he is put into the proper hands. May I suggest that you consider the possibility of making arrangements to send your man to the Jam Handy Company here in Detroit. An advance letter to Miss May would arrange this. Most of the material which I looked into concerning the types of clips in Sections 25 and 26 of the strip could be found at this organization.

I was also told by a film man in town that it would be most beneficial to your project if your research man could get to the General Motors Photographic Division, which is headed by Mr. Bostwick. I believe that the Photographic Division of General Motors is in the GM Tech Center in suburban Detroit. He also indicated that film clips of this sort would probably be available in the Ford and Chrysler Photographic Divisions.

Dr. Marshall McLuhan

April 5, 1966

Page Two

All in all, I think that these sources will have taken care of you. I can shake loose the man to blow through them and do out the kind of material described in your sequence. After this is done, then I think a meeting with Gumpert to set up what a meeting would be of value to produce well in the round about getting into production by next month. Hope this program is moving along well.

Sincerely yours,

Dr. Lee S. Dewart
Assistant Director
Broadcasting

LSD:gc

Air Special

McLuhan

14 Gregory Hall
Urbana, Illinois

April 6, 1960

Dr. Marshall McLuhan
96 Saint Joseph Street
Toronto 5, Ontario, Canada

Dear Marshall:

If it were possible to have preview showing of CBC Teenager film in Columbus, it would be wonderful. Would it be possible? If so, I will contact Keith Tyler to see if it couldn't be scheduled as some sort of special feature. Will it be half hour?

Sincerely,

Harry J. Skornia
President

hjs:rs

CC: Dr. I. Keith Tyler
Mr. William G. Harley

P. S. to CC Recipients: This is being filmed tomorrow, for CBC broadcast May 18. Explains the media and teenagers in clearest fashion I've yet seen anywhere -- with humor and whimsy besides. Have just read script.

NATIONAL ASSOCIATION OF EDUCATIONAL BROADCASTERS

PROJECT IN UNDERSTANDING NEW MEDIA

NAEB

RECEIVED
NAEB HEADQUARTERS

APR 9 1960

AM 7 8 9 10 11 12 1 2 3 4 5 6 PM

April 7/60

RECEIVED
NAEB HEADQUARTERS

APR 8 1960

AM 7 8 9 10 11 12 1 2 3 4 5 6 PM

Address reply to:

MARSHALL McLUHAN
PROJECT DIRECTOR
96 Saint Joseph Street
Toronto 6, Ontario, Canada

Dr. Harry Skornia,
NAEB,
14 Gregory Hall,
Urbana, Ill.

Dear Harry:

Just got your letter about the preview idea for the Teenager. So I've just talked to the producer and he says it is quite out of the question until it has been shown on the Canadian network, May 18th.

We did the show yesterday, and it is quite a lavish one, about \$30,000, and I am very much in hope that it will be possible to interest one of the American networks in using it. Please help toward this end, because if we succeed the CBC would be very much disposed to go ahead with a whole series on the media. The group that did this show underwent, as it were, a long seminar with me and are quite excited about the whole thing. It is not going to be easy to get release of this video for educational uses until it has defrayed some of its cost commercially.

Spent two hours to-day with the Electrical Engineering Division here who are quite confident that my approach to the media via the senses can be transferred to Systems Development charts. In fact they said it is possible to put any one of our senses on a computer so that by stepping up or diminishing input (the parameters of intensity) any one sense could be translated into any one other sense instantaneously, and all the phenomena of all the media described and predicted. This possibility had never occurred to any of these people before today, but as soon as they saw my charts they said they could do it. They are quite excited. So we shall be hard at it next week when I get back from Boston. Hope to see many people beside David Riesman, Henry Murray and Siegfried Giedion about media matters. I do want to get you to see the overall meaning of the electronic externalization of our entire sensorium. What this means Harry is a world within a world in a totally new way. When all of our senses are globally enveloping all of our senses you have

Skornia - 2

an archetypal game or play situation which ensures for the whole of mankind the utmost possibilities of creativity. The perpetual interplay between our private and our technological sensoria constitutes for the whole human family a continuous life of learning and discovery. Such was not the case when one or another of our senses was externalized as in writing, or in film, or telephone. Such lopsided parameters of limping intensity have for many centuries alienated men from the equilibrium they had earlier achieved by means of the technology of speech (organized stutter). For in speech all of our senses are simultaneously engaged as they are not in any other medium.

I hope you will feel that I am not letting the NAEB down nor above all your confidence in me in tackling this staggering concept.

Art Knowles is working on the problem of graphics and film clips for the Gutenberg video which we hope to do in Detroit at the end of this month.

Would that we could get vast quantities of TV into Africa. TV is a cool medium. Radio is a hot medium. Discussing this matter with Philip Deane (who will be here April 28th) he agreed and said that the political effects of TV in North America are tending toward mortis.

I am most curious to hear some details about Castro's using of TV in Cuba. While he is on TV daily, the overall situation is probably kept very hot by radio. Philip Deane said that he would like to say these things about the media in the press, but there is not an editor in the world who would let the stuff through. He and I hope to collaborate on some magazine articles on these matters.

Most cordially,

Marshall

14 Gregory Hall
Urbana, Illinois

April 1, 1960

Mr. H. J. White
District Director
Internal Revenue Service
Springfield, Illinois

Dear Mr. White:

June 8, 1959, you wrote to us (your reference AUD:RS 59 826) to the effect that we would not have to withhold Federal income tax from the salary of a Canadian citizen employed by us (but continuing to reside in Canada and coming to the United States only infrequently) so long as he was not present in the United States for a period or periods exceeding 183 days during the taxable year and did not earn in excess of \$5,000.

Therefore, we did not withhold tax, nor did we fill out a W-2 form for the employee nor enter his name on our final return for 1959. This week he has informed us that, in addition to the exactly \$5,000 he earned from us in 1959, he earned money from another United States source, and he requested that we fill out and forward to him a W-2 form. This we did and the Government's copy is attached hereto.

Since we acted in good faith, I presume that the enclosed W-2 form can simply be added to our file in your office and that we will not have to file another return for 1959.

During the current year, 1960, this employee will be earning more than \$5,000 from us, and we have therefore been withholding tax from his salary, and have handled it in exactly the same manner we handle withholding for our local employees. I presume that this is the proper procedure for us to be following, but if it is not, I trust you will advise me.

Sincerely,

Harold E. Hill
Administrative Vice President

HEH:jp
Enclosure

*W-2
form*

NATIONAL ASSOCIATION OF EDUCATIONAL BROADCASTERS
PROJECT IN UNDERSTANDING NEW MEDIA

NAEB

Address reply to:

MARSHALL McLUHAN
PROJECT DIRECTOR
96 Saint Joseph Street
Toronto 5, Ontario, Canada

March 30th, 1960.

RECEIVED
NAEB HEADQUARTERS

APR 2 1960

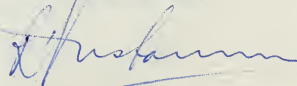
AM PM
7 8 9 10 11 12 1 2 3 4 5 6

Mrs. Rose Schmidt,
Staff Associate,
NAEB,
14 Gregory Hall,
Urbana, Ill.

Dear Mrs. Schmidt:

Would you please arrange to let me have cheques
to cover the enclosed outstanding rental charges, etc.,
in connection with the project?

Most sincerely,



(Miss) Ruth Nusbaum.

29 Wells Hill Ave.
Good Friday

RECEIVED
NAEB HEADQUARTERS

MAR 30 1959

AM 7/8/9/10/11/12/1/2/3/4/5/6 PM

Dear Harry

Apologies for recent telephone

comment about my "philosophical approach." Remember that when one approaches the intelligible aspect of media patterns one is in danger of philosophy. But my concern is with light through the media onto our situation, not light on the media from our theories. But unified field of awareness of inter-action of media does need some verbalized articulation. Has not the effect of media over the centuries been kept at the sub-verbal level precisely by such philosophical assumptions as lead to the phrase mass media? The subliminal cannot survive verbalized awareness. Cordially reassured

HJK
74I &
file

74I & HJK

14 Gregory Hall
Urbana, Illinois

March 28, 1960

Dr. Marshall McLuhan ✓
96 Saint Joseph Street
Toronto 5, Ontario, Canada

Dear Marshall:

Please proceed with the Dreyfus, Ellery deal and any others. You have \$2,700.00 in budget for such services as recording (film, video etc.), and there's no reason not to use it all (but keep track since we can't run over).

This would include charges by Evans and his group too.

Sorry I've been away so much. But please don't wait on me. You have the green light.

Sincerely,

Harry J. Skornia
President

HJS:mr

Dear Harry:

Have just come back from a three day visit with Bob Shafer and Jack Ellery and work on the video concerning the social and educational derivatives of print.

I enclose a rough draft. Should any ideas for film clips occur to you in connection with any of the shots, please scribble a note.

Ellery and Dreyfus think they can do it for about \$400 out of our budget, and are charging this only because they want to do it on a Saturday in order to do a better job. This will mean paying a few fees.

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Susanne Shafer is doing her Doctorate at Ann Arbor on the effects of the American educational program in Germany. I have urged her to get in touch with you concerning radio

continued...

Skornia - 2

But if other people with whom she should be in touch come to mind, please mention their names to me.

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Have finally in hand Theorie De L'Information et Perception Esthetique by Abraham Moles, and just as I had hoped, he swings our whole media problem in the Systems Development direction. Shall report further when I have read more.

A recent meeting with our own Electrical Engineers lead to their taking off my charts to translate them into their language.

I am looking forward to talking with Gordon Wilson at M.I.T. soon.

If you look at our media charts such as they are in their present form, you will see that in each case the HD or conscious corner records private values and the LD or subliminal corner reveals collective patterns. This, I did not plan. This is the way it is. And does it not say to us that where we can maintain consciousness, even concerning the collective itself, we are also maintaining individual values? The collective pressures are relaxed as soon as we become aware of them.

The first 50 pages of the ABC of Relativity by Bertrand Russell, Mentor Books, is the best thing I have ever come across for spelling out to the unconsciously print-patterned man why he cannot conceive the nuclear world. Russell starts off on page 1 by stating that a complete reorganization of the perceptual and imaginative life is necessary.

Blessings,

Yes.
~~THEM SCRIPT~~

SHOT 1
Pre-Print

Eskimo or Indian children learning to read - detribalizing and retooling a society - switch from oral to written.

First shots of kids in midst of their native equipment (cf Wilkinson's Land of Long Day for sequence of Eskimo kids imitating adult roles - singing and pulling sledges). Themes here from Explorations 9 about time and space. Also Mircea Eliade's book The Sacred and the Profane.

Auditory space, etc.

SHOT 2
Switch to our own kids in class
(a) seat grid system
(b) same book for each

Post-print - Eskimo or Indian watching TV listening to radio- ie. like Africans and Russians, detribalizing and re-tribalizing at same time.

SHOT 3
Something like alphabits with movable letters racing about like leaves. - Also theme of conquest of other cultures via this mobility.
The power of the phonetic to translate all languages into itself contrasted with pictographic and ideographic writing.

SHOT 4
Move to print shop to type fonts, trays of types, etc.
(cf assembly-line) segmental as basis of mechanization of ancient handiwork - one-thing-at-a-time.

SHOT 5
Uniform, repeatable pages coming off press.

SHOT 6
Students in study reading print swiftly - silently. Reading on one plane at a time vs. oral depth reading. Multi-levelled exegesis.
SPLIT SCREEN CONTRAST WITH

SHOT 7

MSS reader struggling aloud to decipher.

SHOT 8

Modern analogue - teacher labouring with pile of hand-written essays; struggling to decipher aloud.

SHOT 9

Letter reader asking help of a friend to decipher writing. When friend helps, turns out to be a very simple phrase and recognizable, when read aloud.

SHOT 10

Modern analogue of MSS with sound tape as difficulty of access and reference. (Point is people memorized MSS, but not print).

SHOT 11

Uniformity: repeating letters all the same in same line to the "last syllable of recorded time."

SHOT 12

Segmentation: (differential calculus) Origin of moveable types and mechanization of writing. Source of our idea of scientific experiment as repeatable.

SHOT 13

Of early industry and division of labour. Pin manufacturing. Division of sentiments. (cf picture of utopian U.S. colonial community hoes in hand). (cf. Sergeant Lamb - line of fire). Feet tied together with 18" lengths of rope to ensure precision firing, etc.

SHOT 14

Portability - the gentleman's library formerly possession of large communities - same motif affects rise of easel painting. ie. portable paintings.

Man at bookstall vs. chained books (cf shot of telephone directory - the institutional vs. private property).

Solitary study vs. old communal pattern. Paperback gent's library back again. All the best books of one's own age as in the 18th century.

SHOT 15

Accessibility: reference of the dictionary.

In middle ages you could quote Aristotle using a term, but you couldn't quote a dictionary.

Dictionary meaning is based on average use.

Future of dictionary is on the electric drum. Dial your word and year.

SHOT 16

Immutability: sonnet cult of eternizing (fame) (of government documents - legal contracts). Put actual texts on screen.

SHOT 17

Repeatability: (science calculus equals little bit equals checkers, etc.).

Uniformity - commodity

Uniform prices - (of Quakers). First to hit on idea of same price for all times and places for same object.

SHOT 18

Don Quixote victim of intensity of repeatable print form. (of new Todd production of Don Quixote) - That is, print is visual code for audible speech, therefore a medium within a medium, therefore strongly tending toward dream world. But repeatability also affective toward madness.

SHOT 19

Readability:

MSS low definition - print high definition

MSS - SC equals reading aloud like silent film fill-in

Shot of monk in mediaeval Carrell reading aloud slowly plus shot of choir singing office versus shot of silent readers reading fast.

Breakdown of liturgy of office

Often see Priests reading office alone beside typewriter.

SHOT 20

Perspective in mediaeval vs. renaissance maps.

Mediaeval vs. renaissance painting.

No lineality or homogeneity of space in mediaeval maps, etc.

Flashback to silent reader and fixed position.

SHOT 21

Of reformation preacher (cf Luther) stating point of view equals birth of history. Idea of the primitive church started by preacher, ie. distant perspective, like Gibbon's of Rome.

Is the preacher SC for silent reading SI?

Of copyrights. earlier habit of authority.

Point of view as irrelevant to-day as authorship in film.

Conscience as point of view.

SHOT 22

Segmentality: Military expansion via segmental replaceable parts idea.

(Uniforms previously feudal garb of various families).

Division of labour

Differential calculus (moveable type)

One-thing-at-a-time (cf Giedion Mechanization Takes Command).

SHOT 23

Self-expression:

Repeatability of authors image via print equals extension of persons correlative intense reader interest in biography of author.

Parallel in movies as extension of private persons ie. prints of the movie extend and multiply the presence of the stars. (cf author as star)--Petrarch, Sidney, Shakespeare sonnets - excerpts from.

Printed page on screen steps up page 3 media at once.

Read by everybody at once. (McCracken experiment - Right to Learn).

Translation of printed page into film medium substitutes group private dynamics greatly strengthening the speech part within the visual code.

SHOT 24

Self-investigation:

Shot of painter painting himself.

Sonnets of self-portraiture - Montaigne peinture de la pensee, ie. still shots of mind in action.

SHOT 25

Eternizing:

Fame concern with personal monuments in stone and letters.
Anxiety about individual transience.

SHOT 26

Lineality:

Maps

Navigation

Perspective lines

Architectural form

Iambic line.

SHOT 27

Bumper to bumper traffic lines from the air.

Stacks of war surplus.

Rows of liberty ships in mothballs.

Now "if it works it's obsolete.

ie. reverse of applied knowledge.

Crowded modern.

Supermarket shelves.

Dissolving into electronic computer.

Our Revels now are ended

Check Camera III format....

These moveable types as I foretold you are melted into aerial
perspective.

Marshall McLuhan,

Project in Understanding New Media,

March 18/60.

File #1

29 Wells Hill Ave

Toronto 10

RECEIVED
NAEB HEADQUARTERS

MAR 28 1959

AM 7 8 9 10 11 12 1 2 3 4 5 6 PM

Dear Harry

I enclose this item from

Roy Horvey Pearce to reveal to
you another source of ~~and~~ aid.

Namely the structural linguists,
who in England and here operate
under a variety of banners, but
can all be rallied to cause of
(languages of the media.

In short, more help may be
available by time book is ready
than right now. That is, the promotional
side may prove quite easy. And
the structuralists are also the
New Critics I keep mentioning to you
in connection with understanding
media.

You heard story about the

File no 1

RECEIVED
HABERMAN
HABERMAN

smelling on the African
world one afternoon? Saw George
stepping towards him. So he
fell to his knees and began to pray.

The lion stepped nearby and also fell
to his knees. Then said the lion:

I don't know what you are saying
minister, but I'm saying grace.

Cordially
Morse

Help! I'd like to
laugh!
Hsc

*Mc Luhan
notebook*

14 Gregory Hall
Urbana, Illinois

March 28, 1960

Mr. Warren F. Seibert, Assistant Director
Educational Media Branch
General Services Administration Building
United States Office of Education
Department of Health, Education, & Welfare
Washington 25, D. C.

Dear Warren:

Today we received a check for \$5,015.00 for McLuhan Project. In view of my letter to you of February 12, suggesting revision of contract downward, should I return the check uncashed.

Thought I'd better check to be sure we do what you want done, in the best possible way. Does an "approved revision" have to be issued?

Sincerely,

Harry J. Skornia
President

HJS:jp

NATIONAL ASSOCIATION OF EDUCATIONAL BROADCASTERS

PROJECT IN UNDERSTANDING NEW MEDIA

NAEB

file
Address reply to:

MARSHALL McLUHAN
PROJECT DIRECTOR
96 Saint Joseph Street
Toronto 5, Ontario, Canada

March 24th, 1960.

Dr. Harry J. Skornia,
NAEB,
14 Gregory Hall,
Urbana, Ill.

Dear Harry:

Have just spent three days in Detroit working on the video and having some discussion with Bob Schafer, Ken McCrorie and others.

On this campus, I have been working with the electrical engineers who are drawing up some flow charts for me to illustrate in their terms some of the things I am saying about media. This is in the area that Jim Finn has been interested in. Bill Allen and he have been discussing these matters with the Rand Corporation Systems Development Division.

Until I presented my new media chart, I don't think Jim Finn had a clue as to how to bring media analysis into relation with Systems Development. Is it not altogether fitting that we should get media study out of the hands of the Newtonians with their static calculus and visual organization? On page 52 of Bertrand Russell's ABC of Relativity (Mentor Books) Russell says "In orthodox physics, which is derived from Galileo, a uniform motion in a straight line has no discoverable effects."

The absence of any concept of causality in Gutenberg culture could not be more tellingly cited. It stands to reason, Harry, that any kind of understanding of electronic culture and any means of prediction and control to-day will have to be achieved by electronic modes of computation. If we can measure the degree of the audible in a given image, or the degree of the tactual, and if we also know the sensuous mix in the audience which is being bombarded with this type of image, it would be possible to prescribe the exact design of car, the exact amount of pile on hats and fabrics that would henceforth

continued..

Skornia - 2.

be demanded in that culture. In the same way we could predict the exact means by which Algebra or Literature would have to be taught, and how long before saturation by such means would require a shift to other media in order to achieve the same ends. This may sound like determinism. It is not. Determinism is the result of subliminal control. You may have noticed on my chart that the upper left HD corner contains not only the conscious elements in media, but the individual ones. The lower right LD corner contains the subliminal and group characteristics of media. I did not plan it this way. It just turns out that the subliminal characteristics are group dynamics. Consciousness will always be the area of the individual and freedom, but of course most of those who talk about such things may be merely subliminally misguided people. Is it not strange that as we push into the areas of awareness of our own mechanisms people should shrill "determinism" when all they mean is that they are becoming conscious of their own mechanism, ~~that~~ consciousness can never itself be mechanical. Therefore the more consciousness the less mechanism. Thus the whole of the educational enterprise may pass into ESP hands and the only possible consequence would be liberation.

If there were some means whereby I could learn Chinese as completely and unconsciously as the two year old knows Chinese, would I not be an enormously freer person in relation to the people and culture of this planet? Can there be any cultural or moral value in the sheer laboriousness of the act of learning? Is not the possession of that learning the goal? And does this possession not enable^u to associate with people more adequately? To live with ourselves more adequately? Harry, I assume that the dimensions of the human spirit are inexhaustible and also that they are never to be considered to be in a state of flux. I would never dream of extending the notion of cultural relativity to any idea of human relativity.

If I go down to see Dick Evans, it will mean spending a great many hours explaining my media approaches to him, but I am sure it will be very rewarding for both of us. Also Harold Wigren (phonoscopist) is eager to have me visit the nearby Galveston setup; but let me ask what you yourself had in mind as desirable or even urgent in my visiting Dick? Does it concern Walter Stone and Warren Seibert?

continued.

Skornia - 3.

April 6th we do the teenager and the media video. (LCBC)
It is like to make quite a sensation. It will be available for loan to you and others.

The Gutenberg video in Detroit will not be made before the end of April.

April 10 to 12 I am at Harvard presenting media matters to David Riesman's seminar. I am looking forward to meeting Gordon Wilson of MIT at that time who has just got nine million from Ford for Systems Development. I have seriously in mind the future of media study as belonging somewhere in such a project. Is it not ridiculous that people like Norbert Wiener having begun communications study under electronic auspices should have tumbled into the subliminal pockets of Gutenberg technology? Shannon, Schramm and Wiener alike in their obsession with information content and codification are unconsciously working with the assumptions derived from writing and print; namely, that there is one medium within another medium, speech within visual code, hence "content". But the moment one becomes aware that "content" is an image derived from our peculiar phonetic culture of live speech within a static visual code, then you can see the absurdity of the content obsession. Where there is only one medium at a time, nobody has any trouble with the problem of content. Every moment of content is then simply seen to be a moment of structure. Gestalts have no content.

Very exciting work remains to be done on the play and learning possibilities resulting from the deliberate putting of one medium within another medium. Unknown to McCracken, this is the key to his Newcastle experiment. In the same way, Harry, a culture within a culture creates enormous unexpected riches. And this is what happens in all periods of rapid transition. The inter-play between the old and the new releases floods of insights. Such is our own age to-day, by far the greatest of all human ages. But why wait for such juxtapositions of culture to occur? Why not plan them.

A note on planning. Acceleration equals steerageway. If you move at the same speed as the currents around you, you have no steerageway at all and, therefore, no port of call.

Hope we can get in some chat soon.

Blessings
Marshall

NATIONAL ASSOCIATION OF EDUCATIONAL BROADCASTERS
PROJECT IN UNDERSTANDING NEW MEDIA



NAEB

Address reply to:
MARSHALL McLUHAN
PROJECT DIRECTOR
96 Saint Joseph Street
Toronto 5, Ontario, Canada

March 22/60

RECEIVED
NAEB HEADQUARTERS

MAR 24 1960

AM 7 8 9 10 11 12 1 2 3 4 5 6 PM

Dear Harry:

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continued...

27 ov

Skornia - 2

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Blessings,

Marshall

Mc Luhan

*Replied ✓ sent
3/22/60
R.*

14 Gregory Hall
Urbana, Illinois

March 22, 1960

Mr. Richard I. Evans
Department of Psychology
University of Houston
Cullen Boulevard
Houston 4, Texas

Dear Dick:

Hope McLuhan gets there soon. Hope you'll both excuse the infrequency and brevity of my between--trips notes. On the road all month.

Betty would like to use your talk in the Journal. OK? If she has questions, once you agree, she'll be writing you further.

Best regards,

Harry J. Skornia
President

HJS:mr

CC: Dr. H. M. McLuhan
Mrs. Betty McKenzie

March 22, 1960

Miss Ruth Nusbaum
96 Saint Joseph Street
Toronto 5, Ontario, Canada

Dear Miss Nusbaum:

Thank you for your letter of March 14.

Since Dr. McLuhan's salary checks are written on the last day of each month, his total earnings during 1959 were as follows:

| | |
|--------------|--------|
| September 30 | \$1250 |
| October 31 | 1250 |
| November 30 | 1250 |
| December 31 | 1250 |

thus, he earned exactly \$5,000 during 1959.

I hope this information will be of help to Dr. McLuhan, and if there is anything else I might help you with, please let me know.

Best regards,

(Mrs.) Rose Schmidt
Staff Associate

RS:kh

NATIONAL ASSOCIATION OF EDUCATIONAL BROADCASTERS
PROJECT IN UNDERSTANDING NEW MEDIA



NAEB

Address reply to:
MARSHALL McLUHAN
PROJECT DIRECTOR
96 Saint Joseph Street
Toronto 5, Ontario, Canada

March 14th, 1960.

Mrs. Rose Schmidt,
Staff Associate,
NAEB,
14 Gregory Hall,
Urbana, Ill.

RECEIVED
NAEB HEADQUARTERS

MAR 18 1960

AM 7:8:9:10:11:12:1:2:3:4:5:6 PM

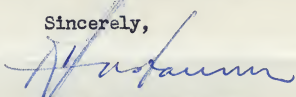
Dear Mrs. Schmidt:

Thank you for your reply to my letters.

Would you please send a notation of Prof. McLuhan's income from the NAEB for 1959, similar to the one you sent for me. Although he does not have to declare American income tax for 1959, since the amount was less than \$5,000, he must declare all earnings for that year to the Canadian Government.

I do have a few other questions to clarify, but I shall leave them for another letter. Many thanks for your assistance, Mrs. Schmidt; it is much appreciated.

Sincerely,



(Miss) Ruth Nusbaum.

I omitted to state that Prof. McLuhan's earnings for 1959 would be for Oct. 1, Nov. 1 and Dec. 1.

NATIONAL ASSOCIATION OF EDUCATIONAL BROADCASTERS

PROJECT IN UNDERSTANDING NEW MEDIA

NAEB

RECEIVED
NAEB HEADQUARTERS

MAR 18 1960

AM 7/8/9/10/11/12/1/2/3/4/5/6
P.M.

Address reply to:

MARSHALL McLUHAN
PROJECT DIRECTOR
96 Saint Joseph Street
Toronto 5, Ontario, Canada

March 15th, 1960.

Dear Harry:

Have just got back from Arden House where, after my talk to a large group of magazine editors, a Mr. Greary told me to be sure to get in touch with Gordon Wilson of M.I.T. to whom the Ford Foundation has just given nine million dollars for Systems Development. He is quite sure that Wilson whom he knows well would find the current development in our project very exciting. I hope to contact him soon. Shall do what I can here with the electrical engineering division, at once.

Wells Foshay and I spent Sunday afternoon together, and he is so excited about the present development (the dynamics of media as related to the charts) that he wants me at once as a visiting Professor, but failing that on any basis at all to carry on this work. I merely mention this to cheer you up and I expect that it should be kept confidential.

I am myself staggered by the implications of discovering the high definition tactual component in the television image. This not only means that the T.V. image is directly tactual and sculptural, but that as image it tends toward the auditory. Even without any sound track (cf Malraux and The Voices of Silence a propos of this auditory phase of sculpture). The relation of the sculptural to the auditory is one which we had brought up in Explorations a propos of sculpture being on the frontier between sight and sound--a fact which appears in the amazing phenomenon of the sound waves on the jet wings becoming visible at the moment of breaking the sound barrier. The light through aspect of television is better stated by saying you are the screen, not the camera; whereas in film you are the camera.

Shall be in Detroit Monday to work on the Video at Wayne.

Re the video on print-culture, we are moving fast here on the show about the teen-ager and the media for C.B.C.

Blessings, Marshall

A propos of media study:

My new jargon is exceedingly useful as a type of abstraction which separates many of these matters from existing verbal association. If I say that the S-C (Subjective Completion) is utterly different from the S-C in film, it seems to gain more attention than saying that there is nothing in common between film and television experience. Panoplied in vast layers of semantic verbiage most people will simply laugh off the idea that film and television are not in the least alike in impact or consequences. In the same way I have found, quite recently, that visuals in the way of charts and drawings are the only means of impressing a semi-literate audience. The whole idea of visual order which rose with printing (see Walter Ong's book on Ramus) Harvard University Press, is one which forbids the ordinary literate to grasp any non-visual ideas. Look at Bertrand Russell's recent little Mentor book on The ABC of Relativity in which he analyses the imaginative problems of the ordinary person who is trying to cope with non-visual relationships.

The moment one abandons the idea that things happen on a single plane, or in a single time, or in a lineal sequence (all of these which took centuries and centuries of phonetic alphabet technology to get into the human brain) then there is no problem whatever in understanding modern physics. The problem is merely a preliminary brainwashing. Since all electric media are engaged in brainwashing this from our culture, my present strategy is to reveal the type of causation and effects which we all experience. I have often used the example of the road as a primitive type of communication which first brings the country to the town and as it improves brings the town to the country, then substitutes for the country, then destroys the country, then substitutes for the city and destroys the city, then becomes the country (parkways and throughways) and then becomes the city. In becoming a city 3500 miles long, and containing 150 million people, the channel properties of the road are transferred from the highway to the airway, and the countryside on each side of the 3500 mile throughway will then return to its primal and pre-road condition.

The causation at work in this organizational change is a compound of vehicle and surface; in other words of two media not one, and so with writing and printing, each is two media; namely, a visual code for speech. The precarious relation between the visual code and the spoken word is constantly breaking down, through technological change and I am most interested in the McCracken experiment in which a temporary vulcanizing job is done between speech and visual code by translating them into

continued...

film strip.

Filmstrip not only gives high definition to the dwindling power of the book page, but it also gives new intensity to the speech component. In this respect, it is somewhat of a return to manuscript conditions in which low definition visual code went hand in hand with reading aloud. In print, on the contrary, the visual being in relatively high definition silent reading occurred and speech slipped into the low definition of laryngeal gesture. To deal with either speech or its visual code as if they existed separately is itself a form of hypnotic bewilderment.

For example, I have found that since switching to charts I have begun to stammer a good deal. It is a well known fact that writing impairs the memory to an even greater degree; ie. it sets up a clash between visual and auditory organization of experience, but both speech and visual code undergo great modification in the presence of any new technology. Since speech is itself a form of organized stutter, different languages are made up of all the senses simultaneously, but in very different ratios of those senses. French utterance gives high stress to auditory liaison, with strong tactual and kinesthetic completion in non-verbal form. English and German stress the kinetic and tactual in verbal utterance, and English at any rate almost dispenses with kinesthetic and tactual gesture by way of non-verbal completion.

What I am saying is that there is a direct and predictable relation between image (S-I) and experience (S-C) and what is omitted in the image must be completed in the experience. We cannot resist our innate human desire to complete at every instant the cycle of our senses by ever translating one into the next.

Thus, in film, in which we are camera, high definition visual image (which is also to-day reinforced with sound and kinesthesia) is mainly completed in the tactual mode. But in TV, the tactual is in the image itself. This is my latest break-through. Wolfelin in his *Principles of Art History* explains how contour line is essentially tactual rather than visual, sculptural rather than pictorial. I had known this for a long time, and considered its meaning in the work of Seurat and others, but some block had prevented me from seeing its relation to TV, yet I had long been acquainted with the peculiar sculptural quality of TV, and aware of its low definition visual quality.

Moreover, whereas in film you are the camera, in TV you are the screen. That is to say that in film we are mainly extrovert, and in TV mainly introvert. Film favours surface and process, but television favours depth and multi-levelled causality or motivation research. Is this not a fairly good description of the difference between the 20's and 50's?

continued...

Notice that high definition image has a completely different pattern of completion from low definition image. It is the difference between suggestion and statement. The low definition involves the perceiver in high participation, whether in poetry, painting, or problem solving. An audience accustomed to high participation because of low definition imagery will tend strongly toward do-it-yourselfness and creativity. I have said enough about television to suggest why its deeply introverted mode accidentally and unexpectedly favours the book. Its tactual stress favours the pocket book as well as the small car, and all the new textural values of interior decoration, packaging and design. If you can provide me with a single discordant note in this analysis it will help me to see more deeply into the problem.

I see no reason why we cannot now move the whole enterprise of media study in the direction of electrical Systems Development, helping us toward a higher degree of prediction and control of our cultural environment at all levels--verbal and non-verbal.

A propos of accelerated change; whereas adjustment is impossible, understanding and control are not impossible. In fact, it is only ^{by} planned accelerated change that you are in charge of change at all. But such change implies not just the initiating of a single factor, but the anticipation of all its consequences. You become the change in order to control it.

Cordially,

Marmell

The rise of new techniques in science and industry coincide with innovation in media. ¹⁹¹ Print not only is the matrix and model of all industrial development and assembly line procedure. It likewise provided the key ~~a~~ and the stress on the study of inner psychic life from the sixteenth century forward. Working backwards, students and teachers can chart media influence in any field of study whatever. *They can pinpoint the features of media by the effects of media as causes.*

But the main clues can always be picked up most easily from the evidence of new invention in the arts of painting, poetry, and music. The rise of perspective in the 15th century like the end of perspective in painting since Cézanne is directly related to media change. Changes in style in the arts not only are indicators and barometers of change in institutions but offer new aspects of the social role and function of the arts in society. *They indicate new powers of social alchemy for men.*

Here is an almost inexhaustible approach to media and the arts which is adaptable to all grades of education. But at all levels it affords the role of discoverer, as much to the student as to the teacher. And since changes in the relations between technology and culture are unceasing, the present is always available to the young on more advantageous and direct terms than to their elders, giving them ~~some~~ specific advantages over the teacher where rivalry in educational enterprise develops.

Tape-recorders have a wide range of possible uses in the present classroom. They provide a new medium approach to an older medium; for example, the printed poem, if students are permitted to make their own recorded versions of ballads or poems suited to their ages and interests. Numerous readings and close study of the poem then occurs, not to record information about the poem, but to render it adequately.

After learning the poem ^{or getting insights} from this producer point of view, the student can further utilize the tape-recording in scripting of the poem for radio or other media as a further check on the poem and the resources of the media.

The writing of a movie shooting script for a short story or a novel can lead quickly to insight into both film and literary form. Many poems are themselves a kind of shooting-script and need only be seen as such in order to come alive in their own right by virtue of being seen in the context of another medium. This kind of procedure is akin to the training of perception that comes from translating prose and verse from one language into another. I.A. Richards developed this pattern within English itself by using a limited "basic English" and having the student "translate" from ordinary writing into this limited form. The student ^{in this way} quickly teaches himself the properties of the language ~~in this way~~. But our teaching has been consumer oriented.

Tape-recorders make possible structural linguistic and new approaches to grammar.

In courses of Social Study it is easy to relate the effect of roads, rivers, press, railways, cars, etc. to the shaping of social life. For example, the rise of the steam press increased the role of the newspaper to ~~the~~ ^{the} point where it could help pay for better roads and faster postal services. The speed at which information moves, whether in the ancient or modern world, is the key to the problems and patterns of government and decision-making. *Changes in such pattern of information movement calls for complete organization change*
 Since we are surrounded by new media that are altering all of our decision-making problems, the ordinary student is in a position to observe and to inquire around the community concerning the precise nature of the changes being effected by the new media.

But the artist is always the herald of such effects in society. So the student scrutinizes the arts anew ~~when~~ when set on such a quest. To learn the effect of the West on Japan, India, China the student need go no further than changes in the arts of these countries. For here the most intimate course of change in human sensibility and imagination can be discerned years before such changes are felt in exterior institutions.

media change swiftly alters the structure of power and authority in a community. To prescribe and predict via media themselves the necessary changes in the climate of opinion is possible for the student of media

Approach to uses of media in education vs. uses of media for manipulation of groups of people would be easy and revealing. Mysterious, however, is the matter of whence our ingrained idea that media as media are neutral in their impact and that it is the "content" or the explicit "message" that is crucial. This is itself the consequence of media--especially the phonetic alphabet and print. Artists in all media have always known that the medium is the message and the style is the man, etc.

Pre-literate cultures have no illusions about media as neutral. Pre-literates like our post-literate avant garde artists are aware of form as message.

Here then is a natural approach to media which unites the most contemporary experience and technology with the ways of mankind in all pre-literate culture. Here is a natural program for schools which would unify in-school studies with the entire Unesco range of interests, on one hand, and the whole range of commercial entertainment, on the other. Exercises easy to set to study the changing patterns of narrative in cultures undergoing media change.

Any school child at any level can check on changes in business and politics resulting from such media as telephone or typewriter. He has only to quiz within the family or among family friends, for example. What he needs are not general opinions but specific examples.

British business resists the telephone strenuously. Why? There are no public telephone books in Moscow.

New
patterns
of myth

Sample

Easy to set up class studies of cultures based on different uses of media from ourselves. e.g.

The Russian army and navy have no typewriters and no files.

Why? There are no public telephone books in Moscow. Why?

Any example, when scrutinized and discussed, sets up a habit of observation. And the awareness that people have not thought about such prominent and obvious matters will

start some beneficial reflections in the young. The

procedure here is the same as in "operations research",

where we start not from the known, but from the unknown.

We ask what would I have to know in order to make sense of this jumble of data? It was the method of Mendeleev

in chemistry, and of Baudelaire, Poe, and Valéry in

poetry. It is called "organized ignorance" by some.

We have vast stores of data about media but no logic

of their inner dynamic of innovation. We need to ask:

"What is missing in our knowledge of media that would give us the power of prediction and control over their impact on variously assorted cultures and situations?"

The answers to these problems are as available via the young (cf. Plaget) as via amateurs and elder professionals.

In other words the young need not only be involuntary and subliminal objects of the Piaget type of study but can do much of this themselves, though for different ends.

contract

NATIONAL ASSOCIATION OF EDUCATIONAL BROADCASTERS
PROJECT IN UNDERSTANDING NEW MEDIA

NAEB

Address reply to:
MARSHALL McLUHAN
PROJECT DIRECTOR
96 Saint Joseph Street
Toronto 5, Ontario, Canada

March 11th, 1960.

RECEIVED
NAEB HEADQUARTERS
MAR 11 1960

Dr. Harry J. Skornia,
NAEB,
14 Gregory Hall,
Urbana, Ill.

Dear Harry:

Good news, thanks to Jim Finn. Following up his Systems Development que, I chased over to our Engineering Department on my return from Cincinnati and explained my media charts. They said, at once: "Yes, we have a lot of models and systems that would take that kind of information flow. We have found, strangely, a lot of examples of reversal of flow in various saturation situations". So we shall get down to work at once to test my media principles by analogue computer and other systems. This does make sense, doesn't it? Up to now, our snapshotting technique of media performance offered no means of studying transformation and metamorphosis resulting from information input.

The flaw I suspect in all our "content" approaches to media is the result of not noticing that phonetic writing and printing involved not one, but two media at once. After 3500 years of being exposed to speech within a visual code, it is natural to talk about content of various situations, even though it is meaningless to talk about the content of music, painting, film and, indeed, any medium that is a single medium. Chinese Ideogram and Egyptian Hieiroglyph do not foster the content approach at all. Moreover, the ever shifting and precarious balance which has always existed between speech and visual code in the Western world has meant that any change in our technology has tended to break them apart, creating both speaking and reading difficulties in ever new patterns.

Glen McCracken's experiment hit upon a technique of vulcanizing this ancient pair for a few more years.

Very best,

HMM/RN

c.c. Warren Seibert

Marshall

UNIVERSITY OF HOUSTON

CULLEN BOULEVARD
HOUSTON 4, TEXAS

RECEIVED
NAEB HEADQUARTERS

DEPARTMENT OF PSYCHOLOGY

March 11, 1960

MAR 17 1960

AM 7 8 9 10 11 12 1 2 3 4 5 6 PM

Dr. Harry J. Skornia
National Association of Educational Broadcasters
14 Gregory Hall
Urbana, Illinois

Dear Harry:

Find enclosed a copy of an address entitled "Television Rating Services: A Brief Critique in Social Psychological Terms," which I recently delivered to the Southwestern Association of Program Directors for Television. This is a kind of extensive follow-up to the presentation I made at the NAEB Allerton House Conference a few summers ago. If you should wish to duplicate the paper for distribution to other NAEB members, feel free to do so. I also have a few copies still available if you would like two or three more.

I have written to Marshall in answer to his request to come to Houston and indicated it will be O. K., so I am awaiting further word from him. I'm leaving for Minneapolis to consult on the Six-State Network and will probably see Sam Becker up there and have a chance to discuss the McLuhan saga with him.

Cordially yours,

Richard I. Evans
je

Richard I. Evans
Professor of Psychology

RIE:jb

Enclosure

*bel should
this to
me - 8
can use
in journal
much*

McLuhan

March 9, 1960

Miss Ruth Nusbaum
96 Saint Joseph Street
Toronto 5, Ontario, Canada

Dear Miss Nusbaum:

Thank you for your letters of February 29 and March 4, which Mr. Hill has asked me to answer.

First of all, since Dr. McLuhan had no income tax withheld from his NAEB checks during 1959, we would have no items to send to him. Income tax is being withheld this year, but no forms will be sent out on this until after January 1, 1961.

Secondly, your earnings for 1959 were:

| | |
|-----------|--------|
| September | 221.59 |
| October | 375.00 |
| November | 375.00 |
| December | 375.00 |

We hope the above will be of help to you. If you have any further questions, please let us know.

Sincerely,

(Mrs.) Rose Schmidt
Staff Associate

RECEIVED
NAEB HEADQUARTERS

MAR 7 1960

AM 7 8 9 10 11 12 1 2 3 4 5 6 PM

March 4th, 1960.

Mr. Harold Hill,
NAEB,
14 Gregory Hall,
Urbana, Ill.

Dear Mr. Hill:

Would you please indicate on a slip of paper
my earnings for 1959. This will assist me with
Canadian Income Tax matters.

Many thanks.

Sincerely,


Ruth Nusbaum.

Would you please indicate, at the same time, the amount
of my first cheque from the NAEB--that would be for Sept.
I believe I commenced on the 7th of that month. Thank you.

96 St. Joseph St.,
Toronto 5, Ont.,
Canada.

NATIONAL ASSOCIATION OF EDUCATIONAL BROADCASTERS

PROJECT IN UNDERSTANDING NEW MEDIA

NAEB

RECEIVED
NAEB HEADQUARTERS

Address reply to:
MARSHALL McLuhan
PROJECT DIRECTOR
96 Saint Joseph Street
Toronto 5, Ontario, Canada

MAR 1 1960
AM 7/8/9/10/11/12/1/2/3/4/5/6 PM

February 29th, 1960.

Mr. Harold Hill,
NAEB,
14 Gregory Hall,
Urbana, Ill.,
U.S.A.

Dear Mr. Hill:

Would you please send copies of the items Prof. McLuhan requires for American Income Tax purposes. I believe you did send these to Prof. McLuhan, but they apparently have been misplaced.

To expedite matters, you might, if you wish, direct them to Mrs. H. M. McLuhan at 29 Wells Hill Ave., Toronto 10, Ont.

Thank you very much.

Sincerely,

Ruth Nusbaum

(Miss) Ruth Nusbaum.

-/RN

NATIONAL ASSOCIATION OF EDUCATIONAL BROADCASTERS

PROJECT IN UNDERSTANDING NEW MEDIA



NAEB

Address reply to:

MARSHALL McLUHAN
PROJECT DIRECTOR
96 Saint Joseph Street
Toronto 5, Ontario, Canada

March 8th, 1960.

Dr. Harry J. Skornia,
NAEB,
14 Gregory Hall,
Urbana, Ill.,
U.S.A.

RECEIVED
NAEB HEADQUARTERS

MAR 10 1960

AM 7 8 9 10 11 12 1 2 3 4 5 6 PM

Dear Harry:

The backspin on every pitch, as it were, in American education, culture and entertainment is inherent in the print technology which began as a new mechanical way of doing the old manuscript job. For more than a century the printed book was regarded as merely a cheap manuscript. It was more than a century before pagination began.

A basic item concerning writing and printing is that they are not one, but two media. Speech presented by visual code. Any shift in either affects both. Thus writing is a Low Definition visual code which gave speech the High Definition role, so that people read manuscripts aloud for 3000 years. Print gave the visual code the High Definition or ascendancy enabling people to read at much higher speed and silently. You are aware of the fact that we perform the muscular movements of speech while reading silently. The balance between the media of speech and visual code is precarious, and speech is always trying to break out of the charmed circle as the history of poetry in the past 500 years attests.

I wanted to draw your attention to the strange dynamic whereby the over-all structure of any medium reverses many of its characteristics, depending on whether the S-I is of High or Low Definition. See the enclosed note on the Poly-antics of the Highway. The same principle applies to this matter which we have discussed concerning the enormous educational expansion within industry and the defense services. These, taken in relation to the entertainment industries, which are also educational in the sense of attitude-shaping, represent an expenditure in education which may be 50 times more than all public expenditure in education. It has only dawned on me these last few days that the meaning of all this is that compulsory education in its

continued...

present segmental and uniform patterns for the training of the nation's manpower as they say, not only is, but has been for a long time, obsolete. In his Vanishing Adolescent, Friedenberg makes many points that fit perfectly into these discussions. His first major point is that there is a new kind of adult for which adolescence is not a phase of development, so the teenager has simply abandoned the role of adolescence. His second point is that the teenager is an "aristocratic" being whose code involves, basically, courage, loyalty and confidence; ie. tribal men. His third point, child and teenager, alike, can easily buy a large portion of the adult world on the installment plan. It is this third point that brings me to my issue; namely, that the teenager is impatiently awaiting his return to the adult world, in a multiplicity of serious roles. And this will be done sooner or later by the simple means of employing the youngsters over 10 or 12 and educating them on company time. This would not involve an increase of more than 20% in the present educational budget of industry. The question of controls, policies, would be no more serious than now, and there would be no lag whatever in the use of new media for new educational goals.

And the existing educational establishment could be left intact for pre-school and elementary-school effort on traditional lines, instead of dissolving it by the effort to incorporate old media to do the new work.

Instead of uniformity and regimentation of education across the country, industry would automatically decentralize and pluralize its aims just as it has had to do with its own operations.

I am not discussing this as an ideal, but as the obviously indicated development of the current dynamic factors in the situation. That is to say, Harry, that just as the improvement in the technology of highways precipitates a series of somersaults and reversals, so in all other aspects of our society. It is easy to see why tribal man chooses to freeze himself into a single attitude, and that of course is where we are heading.

Accelerated change invokes the gyroscopic or vortex principle of rigidity. Also, to high speed change no adjustment is possible. We become spectators only, and must escape into understanding. This may be why the conservative has an advantage in such an age of speedy change, and is frequently more radical in his suggestions and insights than the progressive who is trying to adjust. The practical progressive, who is trying to make realistic adjustments to change, exhausts himself in minor matters, and has no energy to contemplate the over-all.

continued...

Skornia - 3.

The supplement to my work paper created quite a result at the conference. Thanks to the charts, which seem to have a paralizing effect, a gap in attention was created through which my points actually moved. Apparently, Harry, a merely oral presentation rallies the resources and postures of the fencer--determined at all costs to protect himself from whatever is being said.

Most cordially,

HMM/RN

Enclosure.

A handwritten signature in blue ink, appearing to read "Marshall", is written diagonally across the page.

POLY-ANTICS OF THE HIGHWAY

A road is at first in Low Definition, coming into existence to fetch rural produce to town areas--(before road, of course, the pedestrian and the mounted man).

As it goes into High Definition, it fetches the town to the country.

It next becomes a substitute for the country, and then destroys the country.

As it continues to improve, or be more of a road, it destroys the city, and is at that stage metamorphosed into a new kind of city.

The current town planners talk of cities 3000 miles long, and of hundreds of millions of people.

I have omitted the vehicle component in this dynamic, but obviously a road consists of two media simultaneously, with constant interaction between them.

So, as a highway becomes a city, it also becomes an airway. And the airway is for travel, and the highway for living.

A similar sort of reversal occurs in the vehicle itself which gives the experience of travel up to a certain speed, and then there is the reversal into stasis. So that in jet travel there is hardly any experience of movement at all, and whether you are over Rome, or Tokyo, the experience is the same.

Marshall McLuhan
March 8th, 1960.

Dear Dr. Skornia:

Prof. McLuhan asked me to send this on to you. He is presently in Cincinnati and undoubtedly will be writing you on his return.

Sincerely,

Miss Nusbaum.

RECEIVED
NAAB HEADQUARTERS

MAR 4 1960

7 11 12 1 2 3 4 5 6

SCRIPT

McLuhan
SHOT DATA FOR VIDEOTAPE
PROJECT IN UNDERSTANDING
NEW MEDIA...

SHOT 1. Pre-Print

Eskimo or Indian children learning to read - detribalizing and retooling a society...switch from oral to written.

First shots of kids in midst of their native equipment (cf Wilkinson's Land of Long Day for sequence of Eskimo kids imitating adult roles - singing and pulling sledges). Themes here from Explorations 9 about time and space. Also Mircea Eliade's book The Sacred and the Profane.

And space, etc.

SHOT 2.

Switch to our own kids in class
(a) seat grid system
(b) same book for each

Post-print - Eskimo or Indian watching T.V. - listening to radio - ie. like Africans and Russians, detribalizing and retribalizing at same time.

SHOT 3.

Something like alphabits with movable letters racing about like leaves. - Also theme of conquest of other cultures via this mobility.

SHOT 4.

Move to print shop
to type fonts, trays of types, etc.
(cf assembly-line) - segmental as basis of mechanization of ancient handicraft - one-thing-at-a-time.

SHOT 5.

Uniform, repeatable pages coming off press.

SHOT 6.

Students in study reading print swiftly - silently. Reading on one plane at a time vs. oral depth reading. Multi-levelled exegesis.
- SPLIT SCREEN CONTRAST WITH -

SHOT 7.

MSS reader struggling aloud to decipher.

SHOT 8.

Modern analogue - teacher labouring with pile of handwritten essays; struggling to decipher aloud.

SHOT 9.

Letter-reader asking help of a friend to decipher writing. When friend helps, turns out to be a very simple phrase, and recognizable, when read aloud.

SHOT 10.

Modern analogue of MSS with sound tape as difficulty of access and reference.

(Point is people memorized MSS, but not print).

SHOT 11.

Uniformity - repeating letters all the same in same line to the "last syllable of recorded time."

SHOT 12.

Segmentation (differential calculus)

Origin of moveable types and mechanization of writing -

Source of our idea of scient. exp. as repeatable.

SHOT 13.

Of early industry and division of labour. Pin manufacturing

Division of sentiments. (cf picture of Utopian U.S. colonial community hoes in hand).

(cf Sergeant Lamb - line of fire). - feet tied together with 18" lengths of rope to ensure precision firing, etc.

SHOT 14.

Portability - the gentleman's library formerly possession of large communities - some motif affects rise of easel painting.

Man at bookstall vs. chained books - (cf shot of telephone directory--the institutional vs. private property.)

Solitary study vs. old communal pattern. Paperback - gents library back again. All the best books of one's own age as in the 18th century.

SHOT 15.

Accessibility - (reference) of the dictionary.

In middle ages you could quote Aristotle using a term, but you couldn't quote a dictionary.

Dictionary meaning is based on average use.

Future of dictionary is on the electric drum. Dial your word and year.

SHOT 16.

Immutability - sonnet cult of eternizing fame. (cf government documents - legal contracts). Put actual texts on screen.

SHOT 17.

Repeatability (science - calculus = little bit = checkers, etc.)

Uniformity commodity

Uniform prices - (cf Quakers). First to hit on idea of same price for all times and places for same object.

SHOT 18.

Don Quixote victim of intensity of repeatable print form. (cf new Todd production of Don Quixote) - That is, print is visual code for audible speech, therefore a medium within a medium, therefore strongly tending toward dream world. But repeatability also affective toward madness.

SHOT 19.

Readability

MSS low definition - PRINT high definition

MSS - S-C = reading aloud like silent film fill-in

Shot of monk in mediaeval Carrell reading aloud slowly

plus shot of choir singing office vs.

plus shot of silent readers reading fast.

Breakdown of liturgy of office.

Often see Priests reading office alone beside typewriter.

SHOT 20.

Perspective in mediaeval vs. renaissance maps.

mediaeval vs. renaissance painting -

No lineality or homogeneity of space in mediaeval maps, etc.

SHOT 21.

Of reformation preacher (cf Luther) stating point of view = birth of history. Idea of the primitive church started by preacher, ie. distant perspective, like Gibbon's of Rome.

Is the preacher S-C for silent reading S-I?

of copyright vs. earlier habit of authority.

point of view as irrelevant to-day in science and film in authorship. Field supplants private angle.

conscience as point of view.

SHOT 22.

Segmentality. Military expansion via segmental replaceable parts idea.
(Uniforms previously feudal garb of various families).

Division of labour

Differential calculus (moveable type)

One-thing-at-a-time. (cf Giedion Mech. Takes Command).

SHOT 23.

Self-expression.

Repeatability of authors image via print = extension of persona
correlative intense reader interest in biography of author.

PARALLEL in movies as extension of private persona ie. prints of the movie extend and multiply the presence of the stars (cf author as star)--Petrarch, Sidney, Shakespeare sonnets - excerpts from.

Printed page on screen steps up page 3 media at once. (McCracken

Read by everybody at once.

Experiment -

Printed page on screen steps up

Right to Learn.

SHOT 24.

Self-investigation.

Shot of painter painting himself.

Sonnets of self-portraiture - Montaigne *peinture de la pensee*,
ie. still shots of mind in action.

DRAFT FOR GUTTENBERG VIDEO

Me Kuban
(radio) Part
of USE
Project

SHOT 1.

PRE-PRINT

Eskimo or Indian children learning to read
Detribalizing and retooling a society
Switch from oral to written

First shots of kids in mi t of their native
equipment - (cf Wilkinson's Land of Long Day)
for sequence of Eskimo kids imitating adult
roles - singing and pulling sledges).
Themes here from Explorations No. 9 about
time and space. Also Mircea Eliade's book
The Sacred and the Profane.
Auditory space, etc.

SHOT 2.

"Who will teach your child?"
Switch to our own kids in class
(a) seat grid system
(b) same book for each

Post-print - Eskimo or Indian watching TV -
listening to radio - i.e. like Africans and
Russians detribalizing and retribalizing at
the same time.

SHOT 3.

Something like alphabits with movable letters
racing about like leaves. Also theme of
conquest of other cultures via this mobility.
The power of the phonetic to translate all
language into itself contrasted with picto-
graphic and ideogramic writing.

SHOT 4.

Move to print shop.
Any movie of Ben Franklin. Shot photo of old
press - to type fonts, trays of types, etc.
(cf assembly-line) segmental as basis of
mechanization of ancient handicraft... one-
thing-at-a-time.
Clip of mod. lino.

SHOT 5.

Uniform, repeatable pages coming off press. Photos of book store, super market, parking lot.

SHOT 6.

Students in study reading print swiftly, silently. Reading on one plane at a time v.s. oral depth reading. Multi-levelled exegesis.

- SPLIT SCREEN CONTRAST WITH -

SHOT 7.

MSS reader struggling aloud to decipher. Photo of Esch. at lecturn (also tape rec.).

SHOT 8.

Modern analogue - teacher labouring with pile of handwritten essays; struggling to decipher aloud.

SHOT 9.

Letter reader asking help of friend to decipher writing. When friend helps, turns out to be a very simple phrase, recognizable when read aloud.

SHOT 10.

Modern analogue of MSS with sound tape as difficulty of access and reference. (Point is people memorized MSS, but not print).

SHOT 11.

Uniformity.

Repeating letters all the same, in same line to the "last syllable of recorded time".

SHOT 12.

Segmentation.

(differential calculus)

Origin of moveable types and mechanization of writing. Source of our idea of scientific experiment as repeatable.

McLaren numbers.

SHOT 13.

Of early industry and division of labour. Pin manufacturing. Division of sentiments. (cf Sergeant Lamb - line of fire). Feet tied together with 18" lengths of rope to ensure precision firing, etc.

Shot of American Constitution picking up the lines containing "separation of functions".

Landmarks of Tomorrow, Drucker, on Tolstoy's

War and Peace: "...Unprotected, out in the open, the infantry marches up the hill: eight men to a line, eight lines to a square, eyes forward, two steps to the drumbeat. Heads, arms, legs fly through the air; line after line is literally mowed down. But those left standing keep on like automata, eyes forward, two steps to the drumbeat....".

SHOT 14.

Portability.

The gentleman's library, formerly possession of large communities. Same motif affects rise of easel painting, i.e. portable paintings.

Man at bookstall v.s. chained books (cf shot of telephone directory--the institutional v.s. private property).

Solitary study v.s. old communal pattern.

Paperback, gents library back again. All the best books of one's own age as in the 18th century.

SHOT 15.

Accessability.
(reference) of the dictionary. Photo of Webster's dictionary. N.Y. times ad.
In middle ages you could quote Aristotle using a term, but you couldn't quote a dictionary. Dictionary meaning is based on average use.
Future of dictionary is on the electric drum.
Dial your word and year.

SHOT 16.

Immutability.
Sonnet cult of eternizing (fame). (cf government documents, legal contracts).
Put actual texts on screen.

SHOT 17.

Repeatability.
(Science, calculus, little bit, checkers, etc.)
Uniformity -- commodity
Uniform prices (cf Quakers). First to hit on idea of same price for all times and places for same object. - Dept. store, newspaper ads. - Drucker p.65.

SHOT 18.

Don Quixote victim of intensity of repeatable print form. (of new Todd production of Don Quixote). Photo of the Don with reading aloud from the novel. That is, print is visual code for audible speech; therefore, a medium within a medium, therefore strongly tending toward dream world. But repeatability also effective toward madness.

SHOT 19.

Readability.
MSS low definition .. PRINT high definition
MSS S-C equals reading aloud like silent
film fill in.
Shot of monk in Mediaeval Carrell reading
aloud slowly plus shot of choir singing
office v.s. shot of silent readers reading
fast. Breakdown of liturgy of office. -
Often see priests reading office alone be-
side typewriter.

SHOT 20.

Perspective in Mediaeval v.s. Renaissance
maps. Mediaeval v.s. Renaissance painting.
No lineality or homogeneity of space in
Mediaeval maps, etc. Flashback to silent
reader and fixed position.

SHOT 21.

Of reformation preacher (of Luther) stating
point of view = birth of history. Idea of
the primitive church started by preacher, i.e.
distant perspective, like Gibbon's of Rome.
Is the preacher S-C for silent reading S-I?
Of copyright v.s. earlier habit of authority.
Point of view as irrelevant today as authorship
in film. Field supplants private angle.
Conscience as point of view.

SHOT 22.

Segmentality.
Military expansion via segmental replacement
parts idea. (Uniforms previously feudal garb
of various families).
Division of labour
Differential calculus (moveable type).
One-thing-at-a-time. (of Giedion Mechanization
Takes Command).

SHOT 23.

Self-expression. Repeatability of authors image via print...extension of persona correlative intense reader interest in biography of author. Parallel in movies as extension of private persona, i.e. prints of the movie extend and multiply the presence of the stars. (cf Author as Star) - Petrarch, Sidney, Shakespeare sonnets, excerpts from.

Printed page on screen steps up page
3 media at once. Read by everybody at once. (McCracken experiment, Right to Learn.)

Printed page on screen steps up. Translation of printed page into film medium substitutes group for private dynamic, greatly strengthening the speech part without the visual code.

SHOT 24.

Self-investigation - Shot of painter painting himself. Sonnets of self-portraiture - Montaigne peinture de la pensee. i.e. still shots of mind in action.

SHOT 25.

Eternizing.
Fame concern with personal monuments in stone and letters. Anxiety about individual transience.

SHOT 26.

Lineality.
Maps
Navigation
Perspective lines
Architectural form
Iambic line

SHOT 27.

Bumper to bumper traffic lines from the air
Stacks of war surplus
Rows of liberty ships in mothballs. - Now,
"if it works, it's obsolete!"
i.e. reverse of applied knowledge...
crowded modern library shelves, supermarket
shelves, dissolving into electronic computer
our revels now are ended.

Check Camera III format.

These moveable types as I foretold you are
melted into aerial perspective.

H.M. McLuhan,
March 31st/60.

STATE UNIVERSITY OF IOWA
IOWA CITY

He Luhan

DEPARTMENT OF SPEECH
AND DRAMATIC ART

COPY

February 29, 1960

Marshall McLuhan
Project Director
NAEB
96 Saint Joseph Street
Toronto 5, Ontario, Canada

RECEIVED
NAEB HEADQUARTERS

FEB 2 1960

AM 7 8 9 10 11 12 1 2 3 4 5 6 PM

Dear Marshall:

Sorry about the delay in responding to your letter of February 16th. February and March are bad months here - or perhaps I should say worse months. We are in the midst of reading PhD comprehensive examinations and sitting in on the oral parts of these exams. I am also trying to finish up some studies and articles for which I am committed. (For some reason, I always seem to be doing the latter. I am reminded of Abraham Lincoln who once observed that it was good that he was not born a female for he had never learned to say no. Some day I am going to learn to say no.) We are moving the end of March also and are already making preparations - refinishing furniture which my wife has bought at various auctions, etc. The house into which we are moving is a good bit larger than our present one.

I find some of your hypotheses quite interesting, though I am not certain what most of these terms mean to you operationally (e.g., "structural impact," "frustrating experience," "fantasy situation," etc.) Much of it, if I understand it correctly, seems to be related to field theory. Of course, most field theorists do not talk about "responses" do they? I gather that most of them talk in terms of "perception" or "cognitions." This would appear to be one of the major difference between the S-R learning theorists and the field theorists. The former would say that the learner learns responses; the latter would say that he learns cognitive structures.

By the way, I found an interesting paragraph hidden away in one of the reports from the study at Hagerstown, Maryland, which has some relationship to one of the major points in much of your writing. There was evi-

Mr. McLuhan
February 29, 1960

Page 2

dence of the television set causing changes in the classroom which were virtually independent of particular content or format of the presentation being transmitted. This evidence came from the small sociometric investigation which was carried out on changes in group structure following the introduction of instructional television. Quite interesting.

Would love to have you come down. As I indicated above, this is not a very good month. Would it be possible for you to make it sometime in April? What are the possible dates for you? Let me know also how long you want to stay, so that I can plan accordingly. If I can work it out here, and it is agreeable to you, I would like to have you speak. Let me know what sort of arrangements need to be made to induce you to speak (financial, etc.), and I will see what can be done.

I spoke in Atlantic City a week or so ago at the national meeting of school administrators and they are certainly worked up about television. Interesting, for I have known some of these people for a long time and many of them who are now tremendously excited would not have considered film or radio as of much importance for education. I believe too that we are still far from the crest of the interest wave.

Looking forward to seeing you one of these days.

Best,

Samuel L. Becker
Director, Division of
Television-Radio-Film

SLB:ks
cc: Harry Skornia

TEENAGERS AND TOUCHABILITY

*James
McLahan*

Various people have noticed the way in which the movie generation of the 20's became extroverts. Now in the 50's and 60's we are watching the formation of a new generation of introverts.

The movie viewer is a "camera". The TV viewer is a "screen." With the TV camera pointed at the viewer, the viewer tends to turn inwards. You see this on the Dick Clark show. The audience is the show. The audience is shy, deadpan, inward.

Strengthening this tendency toward deep inwardness is the very new and striking feature of the TV image; namely, its sculptural depth which results from the fact that it is formed by numerous points of light. Any image produced by points and dots has a sculptural contour and depth rather than boundry lines, and this contour produced by dots and points is primarily and very strongly tactual in its impact on the viewer.

Without going into this basic aspect of TV, which is technical and artistic, we can note at once numerous consequences of this strong touch character of the TV image in our lives. In the small car with its wrap-around space, in the pocket book with its flexible, adaptable qualities, in our new fascination with the world of textures for our homes and kitchens, in the great development of color sense, we find one set of qualities related to touch rather than sight or vision.

The new world of hobbies, of do-it-yourselfness, the great vogue of amateur painting and carving, and weaving, all so strikingly new and definite in the extent of their acceptability from anything of 15 years ago. In all these things we have one side of the new world of tactual values.

The other side of the tactual is also associated with the sculptural; namely, sound, music and depth. Because sculpture lives on the world between sight and sound and is the voice of silence.

In recent years, the overwhelming tendency toward studies in depth, whether of language, motives, markets, cultures or psychology, testify to the new power of the tactual and sculptural values that the electronic world in general has been fostering, but which since TV have taken on new impetus. Perhaps the major manifestation of depth awareness is most easily seen in the new cult of the deadpan, from James Deane to Marlon Brando and amongst the teenagers themselves, the abandoning of private countenance and expression in favor of the tribal mask.

RECEIVED
NAER HEADQUARTERS

MAR 21 1960

AM 7:8:9:10:11:12:1:2:3:4:5:6 PM

INSERT FOR TEENAGER SCRIPT

How is it possible for new technology in the form of media, and channels of communication to change people's ways of feeling and thinking? The answer is very simple.

New media such as photography, movies or radio, immediately alter our sense lives. They change at once the ways in which we see, or hear, or touch, or feel ourselves and our world. Even a slight alteration in one of our five senses changes the ratio among all the senses. People suddenly begin to think differently, to want and appreciate things which had never interested them before. TV is the most recent medium to affect our sense lives, and the effect in no way depends upon any ideas we may have concerning it. Its onslaught on our senses is total, and we are entirely vulnerable and undefended.

Since there is no time to explain the whole pattern and dynamics of the TV image, let us simply note that it makes the viewer the screen and drives him inward. Its broken lines and points communicate a powerful tactual image, with sculptural contours rather than visual definition. This image favours a habit of experience in depth in all our sensibilities. Depth in motivation study, depth in reading and in word awareness, depth in textures in our homes, our cars, our food. And above all, depth of participation in all those processes from which we had formerly accepted the product in passivity.

This latter obsession with process includes the creative process as much as in sports and dancing.

March 18/60.

already done?
NATIONAL ASSOCIATION OF EDUCATIONAL BROADCASTERS

PROJECT IN UNDERSTANDING NEW MEDIA

NAEB

RECEIVED
NAEB HEADQUARTERS
FEB 18 1960
AM 11:18:45 PM 11:21:45

Address reply to:

MARSHALL McLUHAN
PROJECT DIRECTOR
96 Saint Joseph Street
Toronto 5, Ontario, Canada

February 16th, 1960.

Dr. Harry J. Skornia,
NAEB,
14 Gregory Hall,
Urbana, Ill.

Dear Harry:

Enclosed is my first run of Hypotheses for our committee, the idea for which came from Warren Seibert. Are you familiar with The Organization of Behavior by Donald Hebb? The work of Wilder Penfield, the Neurosurgeon seems to be very derivative from him. They are colleagues. At any rate, Hebb's hypotheses translate at once into media terms. In fact, he is helpless without awareness of the media. He attacks lineality right and left, and insists on field approach.

Let me spell out a few of the implications of the Hypotheses here enclosed.

A propos of No. 2, for example, the effect of any medium depends on what is missing in the medium. Hebb says (p.4) "psychology has long been a search for the property of the stimulus which by itself determines the ensuing response, at any given stage of learning...". He is asking the wrong question. If my hypotheses are sound, the response to a stimulus is the filling-in of what is not there. Of course this is very evident in the use of any particular medium as, for example, telephone where the low definition (LD) of the auditory image so occupies us in filling-in the auditory that there is relatively little visual completion. In the same way, the LD of the television image keeps us so busy completing the visual that our tactual and kinesthetic completion is very small as compared with film where the visual definition is high. This would perhaps make it possible to take a great deal more violence on television than on film. This would also help to indicate why process is such a salient mode in television, since the completion of the dominant image, sight itself, involves us in the over-all action at a totally different level from film.

continued...

Skornia - 2.

What I have said applies directly to Hypotheses No. 4. High definition (HD) in the program material may easily be at war with the LD of the television medium. A too definite type of person is unacceptable as a television political candidate, or entertainer and this applies equally to concepts and ideas. Strongly demarcated materials are unacceptable as T.V. **programming**.

This is only to say that fixed point of view yields to field and to dialogue structure, basic in all electric media.

One of the most promising and perhaps testable of the hypotheses is No. 6. Recently watching the McCracken experiment in action at the Old Orchard School here in Toronto, I was struck by the multiple transformations of the print media when projected by film strip. The inter-personal relations of the class and the teacher are utterly changed, and the dim room is only one of the turnings inside out, as it were, of the printed word. For speech as contained within the visual code of print (the reverse by the way of telegraph) creates not only that dream world which we designate when we contrast "literature and life", but also that subliminal image of "content" which I have been trying to track down for several years. So that film impact completely re-structures the print-reader relationship. And new media, like film, radio and television, have by the conflicting demands of their Subjective Completion (SC) made the low definition of the print image with its complex SC almost impossible for many to cope with. McCracken has happened upon the use of the film medium as a translator of the old print medium. Other translations are possible and would produce quite different effects.

Finally got the Vanishing Adolescent by Friedenberg. It provides an open-shut case for the new cultural oral problem. Adolescence was a weight-station in a print culture. As Friedenberg says, there is a new kind of adult for which adolescence is not a preliminary. The kids on the other hand can buy most of adult life on the installment plan without bothering with adolescence. In a word, oral "field" has supplanted sequence.

Am sending copies of this letter, and the Hypotheses, to our Committee, and to Warren Seibert.

Very best wishes.

Marshall

P.S. Would enjoy visiting Dick Evans, Sam Becker et al to discuss experiments. All these will feed the syllabus.

HMM/RN

Private visit

Marshall McLuhan.

Enclosure.

would be more fruitful than a group meeting to my thinking Harry.

Adolescence
was the time
of getting a
point of view
- is inner
direction etc.

SI - Structural Impact
HD - High Definition
SR - Stimulus-Response

SC - Subjective Completion
LD - Low Definition

TESTABLE HYPOTHESES

1. That SI is incomplete sofar as the human senses are concerned, in all media except Speech.
2. That SC tends to occur for those senses omitted in SI.
3. That LD of sense image in SI results in corresponding intensity of SC for that particular image. (LD in causing much effort of completion in telephone and T.V. greatly weakens e.g. the visual fill-in for telephone, and the tactual-kinesthetic fill-in for T.V.)
4. That HD of program materials in an LD medium makes a frustrating experience for the perceiver.
5. That the SI of a new medium alters both the SI and SC of old media.
6. That a medium within a medium creates a fantasy situation e.g. in writing and printing where speech is held within visual codes. Is this because the perceiver can remain uncommitted on the frontier between two modes?
7. That a new medium (like film) tends to break up older media SI. For example, to break speech out of the printed visual code (New Castle experiment).
8. That the SR delay between SI and SC is a "moment" of "play" and "translation" and teachability.
9. That this moment between media and between modes naturally becomes a dominant experience in a multi-media culture.

Marshall McLuhan
February 16th, 1960.

14 Gregory Hall
Urbana, Illinois

February 15, 1960

Dr. Marshall McLuhan
96 Saint Joseph Street
Toronto 5, Ontario, Canada

Dear Marshall:

I was dog-tired Friday about 5:30, when we finally got off to Seibert the changes they requested in your project. Contacts began to be so frequent and firm that I felt some concessions were necessary, if the NAEB's name were not to be mud for future possible contracts.

After seeing you, Warren outlined how they saw the future of this project, as, viz. that you would "spend the remainder of the time in some limited but necessary travel and further work on your formulations; and that the end-product would be a syllabus plus some stated or deducible hypotheses amenable to experimental testing."

I hope the revisions suggested will be agreed to. I tried to hold the line as much as possible -- and may have to "give" a little more. If so, you might help by suggesting where.

Best wishes from us all.

Sincerely,

Harry J. Skornia
President

HJS:jp

NATIONAL ASSOCIATION OF EDUCATIONAL BROADCASTERS

PROJECT IN UNDERSTANDING NEW MEDIA

RECEIVED
NAEB HEADQUARTERS

FEB 11 1960

AH

PM

7:00

Address reply to:
MARSHALL McLuhan
PROJECT DIRECTOR
96 Saint Joseph Street
Toronto 5, Ontario, Canada

NAEB

February 8th, 1960.

cc: Research
Committee
cc: Seibert
cc: Foshay

Dr. Harry J. Skornia,
NAEB,
14 Gregory Hall,
Urbana, Illinois,
U.S.A.

Dear Harry:

I had a most stimulating session with Warren Seibert in Washington on February 2nd. We reviewed the project so far and settled on a new stress within the pattern already set up.

Since the primary and over-all object of the project is to advance the understanding of media, and to develop a means of promoting such understanding for the purposes of Grade XI instruction, stress had fallen on the idea of a Syllabus and A-V materials.

Our NAEB Research Committee had, in September, designated a procedure directed toward the experimental use of Syllabus and other materials in actual Grade XI class room conditions. We had not, however, developed any definite pattern for testing the results of such class room action.

The state of knowledge about the media being what it is, the largest proportion of my own effort has been spent in gathering and extending such insights as I could achieve, especially with a view to creating an adequate Syllabus.

More and more it becomes plain that no medium has its meaning alone and that the older ones, such as book and press, are daily being modified by the new.

It was only two weeks ago that I hit upon the plan of charting 12 major media, including speech as medium. This step had been taken as soon as I began to look at each medium in terms of (a) its structural impact and (b) the subjective completion elicited from each perceiver by that particular impact.

continued...

is

The constant here, human sensorium, the five external senses. Radio and Gramophone are perhaps the only media whose structural impact effect one sense only and each, therefore, require four of the five senses to be filled in by the perceiver and this subjective completion will be the more intense because of the highly specialist nature of the structural impact.

It might be suggested that, in the case of the photograph, the structural impact is solely visual and that tactual and kinesthetic and audio completion are entirely left to the perceiver. It occurs to me, however, that a considerable degree of kinesthetic impact may be directly involved in that kind of visual experience. This could easily be tested.

The advantage of this structural impact vs. subjective completion way of approaching media is that the five senses are typically involved, and only five. Of course, in the matter of subjective completion, it may well be that inhibitions can occur anywhere in the total field and that a whole culture can under the structural impact of one medium be diminished or retarded in some area of sensuous completion.

Warren Seibert suggested to me that this approach to the media offered the possibility of my preparing a variety of hypotheses capable of being tested. When we discussed that frequent occurrence of one medium operating within another medium, Warren pointed out at once that this situation might in itself define an area for testing.

For example, television in film, film within film, or printed page in film form, with regard to structural impact and subjective completion, offer independent and novel forms of experience.

One effect of medium within medium is to intensify the sense of art form or art convention and, in a way, to create the illusion of fantasy. But these effects are controllable to a high degree both from an entertainment and testing point of view. The medium of print, for example, is a complex case of medium within medium, of audible speech within a visible code which may or may not be the cause of literature being felt as separate from "life". Certainly we would find it less convincing to speak of film and life, or radio and life, or television and life, or even photography and life. And it may be, unlike print, these latter media contain no other medium and are thus able to make a more direct impact.

continued...

For example, in The Right to Learn by Glenn McCracken, the 12 year New Castle experiment is based mainly on the use of the book medium within the film medium albeit a film strip. He claims by this means to have achieved a very much greater book and print impact on young learners. The kinds of impact and the kinds of structural impact even in such a change as putting book page on film strip is of very great divergence and suggests the possibility of testing not only what happens to one medium inside another medium (so far as the perceiver is concerned) but of finding out which media help which in the teaching and learning process.

Instead, therefore, of pursuing a program of Grade XI visits in Detroit, Chicago and New York, Warren suggested that I concentrate in this phase on developing hypotheses and visiting the members of the Research Committee in order to work out experiments to establish or refute them.

This I have already begun to do here with Carl Williams (psychology) with whom I have worked for years in media study.

If agreeable therefore to the members of the Committee, I shall proceed to frame hypotheses which I shall send around to the Committee very soon, preparatory to making visits for further implementation.

Garry Eckhard from a Chicago agency announces that audience study has shifted from program rating and audience segments to the over-all. This is a recognition of field dimensions of the electronic situation and the fact that not only no program, but no medium and nobody has its or his meaning alone.

Oscar Handlin's recent little book on Dewey, pages 22-23, explains how even vocational training in the later 19th century was oriented to the past--that is, to disappearing handicrafts rather than to available jobs. We are committing exactly this error when we consider the uses of the media in relation to the existing class room, curriculum, or disciplines and moreover to turn these new forms to these old tasks merely ensures that they will be obliterated in exactly the same way as if we were recording on an already recorded tape. That is to say, if there is anything in the existing establishment which we would choose to perpetuate it must be done on the old terms. It cannot be done in terms of the new forms. The new must be used on their own terms to do things impossible on the old terms e.g. Oppenheimer teaching Grade XI, T.S. Eliot teaching Freshman English, or Bertrand Russell introducing Philosophy, etc. etc.

Best regards, *Marshall*

14 Gregory Hall
Urbana, Illinois

February 12, 1960

Dr. Warren F. Seibert
Senior Research Co-ordinator
Educational Media Branch
Department of Health, Education, and Welfare
Office of Education
Washington 25, D. C.

Dear Warren:

In order to respond to your letter of February 8, regarding future directions for our project with Marshall McLuhan, and in order to try to pull it all together, let me get the budget down (it's attached separately, because of column widths), and then let's try to see how we can best work out what to do from now on.

Of the total grant we have received \$30,000.00, the remaining \$5,015.00 being payable (subject to meeting all conditions) March 20.

With regard to the expenses, a final report will find these more exactly broken down than shown here. (We have not so far been able to list telephone calls and telegrams separately, for example -- under Communications. We've left them, for this report, in "Supplies," etc.)

Some items may be in transit. Marshall may have some obligations for Services (the \$3,200) to the CBC, in Detroit, or with Dick Evans for videotape and production help. There may be some rentals (of typewriters, etc.) also not yet paid, etc. These totals are, therefore, subject to being changed -- there being a forwarding and payment lag.

If Marshall goes through with plans for some illustrative, drill and testable materials on videotape, tape, slides and film, I'd guess much of the \$3,200 may be obligated.

The entire \$2,000 for McLuhan's assistant's salary has been paid to the University of Toronto for his services for the whole period. Marshall and his secretary are committed too, for salary, through June 30.

We've been able to impose on the Research Committee members for one meeting

without consultant payments. We can't again. Some of this sum (as well as their travel) should also probably be considered obligated. Wells Foshay, Dick Evans, Sam Becker, and others have helped, and should still be paid at least \$100 or so each out of this, if possible, for past and future consultant assistance. There may be some other minor obligations in this respect.

Here's what I would suggest. By the end of this month, the project will be 6/10 (six months out of ten) completed. Let's terminate it ~~then~~ ^{June 30}. Meanwhile, I believe you should not pay the \$5,015 listed as payable March 20. I am sending Marshall a copy of this to check regarding any obligations he has, and any corrections of the figures currently listed here. If you don't hear within the next ten days, please consider them applicable.

I would think that the anticipated balances given in the budget might be computed as follows for the new revision, the sums shown below being the sums by which the overall budget could be reduced -- these balances being returnable to you:

| | | |
|----|-------------------------|------------|
| | Salaries | \$ 153.41 |
| | Employee Benefits | 598.00 |
| * | Travel | 1,500.00 |
| | Supplies, etc. | 203.69 |
| ** | Services | 500.00 |
| | Communications | 200.00 |
| | Consultant | ----- |
| | Expected unused balance | \$3,155.10 |

*Some more travel (possibly one meeting by the Committee) besides Marshall's, seems indicated.

**I think we should allocate between \$500 and \$1,000 for publication or mimeographing of final report. Hence this sum is less large than it may be when done.

This would mean that we would proceed with completion of the project on a minimal basis in the some four months left to us, with as complete a report, publication of syllabus, and collection of testable materials as possible. We can discuss the best uses to be made of these materials after we see them.

This would mean reduction of the total contract sum from \$35,015 to a round sum near \$27,000, which we get by subtracting the \$5,015 still payable and

Dr. Warren F. Seibert, Page 3, February 12, 1960

the \$3,155.10 which we can save before the terminal date of this project, as modified, June 30, 1960.

This whole project is so big that I feel a whole research department, with Marshall as consultant, is really necessary to carry it out. I would hope that the start we've made with him will provide a plateau or launching pad from which others, or we, eventually can (again) take off.

If my efforts to get this re-plotted make some sense to you, we're agreeable to these changes. If there's anything further we can do, please let me know. I expect the 15% indirect expenses to us will later need to be computed on the new total. We'll be glad to return the difference, along with the other balance, with our final report, within some two months of completion of the project. (The lag occasioned by clearance of vouchers and bills.)

Thanks for your patience. And if you have other suggestions, please let me know. I'm sure we can work them out.

Sincerely,

Harry J. Skornia
President

hjs:rs

CC: Dr. Marshall McLuhan
Dr. Sam Becker, Research Committee Chairman

Tentative Financial Statement -- NALB-McLuban Project

| | Budget | Expended 12/31 | Expended 1/1-2/10 | Balance | Payable (Obligation) | Anticipated Expenditures | Anticipated Balance |
|-----------------------------------|----------|-------------------|----------------------|-------------|-------------------------|-----------------------------|------------------------|
| Salaries | \$18,250 | \$8,346.59 | \$1,625.00 | \$8,278.41 | \$8,125.00 | | \$ 153.41 |
| Consultants | 1,000 | | | 1,000.00 | 1,000.00 | | |
| Employee Services and Benefits | 598 | | | 598.00 | | | 598.00 |
| Travel | 5,500 | 1,013.97 | | 4,486.03 | 168.97 | \$2,817.06 | 1,500.00 |
| Supplies and Materials * | 1,400 | 164.63 | 366.85 | 868.52 | 164.83 | 500.00 | 203.69 |
| Services | 3,200 | | | 3,200.00 | | 2,700.00 | 500.00 |
| Communications * | 500 | | | 500.00 | | | 200.00 |
| 15% Indirect | 4,567 | | | 4,567.00 | 4,567.00 | | |
| TOTALS | \$35,015 | \$9,525.19 | \$1,991.85 | \$23,497.96 | \$14,025.80 | \$6,017.06 | \$ 3,755.10 |

*Combined for purposes of this report.

DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON 25, D. C.

February 8, 1960

Dr. Harry Skornia, President
National Association of Educational Broadcasting
14 Gregory Hall
Urbana, Illinois

RECEIVED
NAEB HEADQUARTERS

FEB 10 1960

AM PM
7 8 9 10 11 12 1 2 3 4 5 6

Dear Harry:

Marshall was here Monday, the first, to discuss the project and the future of it. I believe I understood more than I have in the past and hope I made myself understood by him, however, I suspect that there is still no excess of understanding on either side.

I am writing to determine what you have found out from the Research Committee and what immediate action is to be proposed to the Branch. My best understanding of Marshall's comments is that 1) he has not met recently with the Committee; 2) that they may not in all cases fully appreciate the implications of the work (and this is said with no malice); 3) that he would be content to spend the remainder of the time in some limited but necessary travel and further work on his formulations; and 4) that the end-product would be a syllabus plus some stated or deducible hypotheses amenable to experimental testing.

We will look forward to hearing from you soon and hope that the necessary questions can be easily resolved. Please let us know what we can do to assist in this.

Sincerely yours,

Warren F. Seibert

Warren F. Seibert
Senior Research Coordinator
Educational Media Branch

NATIONAL ASSOCIATION OF EDUCATIONAL BROADCASTERS

PROJECT IN UNDERSTANDING NEW MEDIA

NAEB

Address reply to:

MARSHALL McLUHAN
PROJECT DIRECTOR
96 Saint Joseph Street
Toronto 5, Ontario, Canada

February 4th, 1960.

Mr. Harold Hill,
NAEB,
14 Gregory Hall,
Urbana, Ill.,
U.S.A.

Dear Harold:

One of the items here, the McCracken book I draw to your attention, since it is a purchase and not a rental. Tell me if I am mistaken in this, but a book on the media of writing and film like this one like a number of other books on media is so loaded with passages that to have them all typed out would be a far greater expense to the project than the purchase of the book.

I called Harry Skornia to-day, just as he was leaving for Chicago, to report the very profitable and pleasant visit with Warren Seibert in Washington regarding the Second Phase of the Project. It is going to involve a great deal more travel.

Very best wishes.

Marshall

HMM/RN

Marshall McLuhan.

Encl.

McLuhan

14 Gregory Hall
Urbana, Illinois

February 1, 1960

Dr. Sam L. Becker
Executive Secretary
Television Center
State University of Iowa
609 Tenth Avenue
Iowa City, Iowa

Dear Sam:

Sincere thanks for your letters and suggestions (yours and Dick Evans') re McLuhan materials. Marshall has, I hope, by now seen Seibert. We should then soon know whether we go on with the project or phase it out and pull together what we have, as a report of what has been done.

Thanks again.

Sincerely,

Harry J. Skornia
President

HJS:jp

CC: Mr. Richard Evans

STATE UNIVERSITY OF IOWA

IOWA CITY

DEPARTMENT OF SPEECH
AND DRAMATIC ART
TELEVISION-RADIO-FILM

COPY

January 26, 1960

RECEIVED
NAEB HEADQUARTERS

JAN 28 1960

AM 7 8 9 10 11 12 1 2 3 4 5 6 PM

Marshall McLuhan
Project Director
96 Saint Joseph Street
Toronto 5, Ontario, Canada

Dear Marshall:

Just a brief note at this time, in reaction to your last letter and our conversation.

First of all, I am glad that you are trying this out in some schools. I think that this is tremendously important to give you some feel of what can and cannot happen in classrooms at this level. I think that you have some provocative material here. The question now is, provocative for what purpose? In other words, I think that there is now an urgent need to move on to the next step which we agreed upon at the meeting with the NAEB Research Committee last September (e.g., see Skornia's letter to Stone of October 9, 1959). This was a specific statement of the behavioral goals of this course which might provide ideas for the development of new kinds of instruments for testing the outcomes. What should the youngsters who have had this course do, or do differently, than youngsters who have not had the course?

You mentioned in one letter that Foshay said that he could provide these objectives - or testable hypotheses - but he probably misunderstood you because the hypotheses he listed in his letter to me as the sort of thing he had in mind were not hypotheses about the outcomes of the course but rather testable hypotheses concerning some of your basic ideas of the general effect of various media on children - their effect on language, play activities, etc. It seems to me that this is a completely different series of studies. I think that it would be worthwhile but you need to make up your mind what the study is that you are going to do now.

We also talked at our Chicago meeting last September of using some standardized tests and some personality tests. I think that this should still be done. Somehow, though, I would be very much bothered - and I am sure that anyone who reads the new proposal will be - by a study which proposes to test the effects of something if they do not have some fairly specific idea of the effects which they are trying to achieve.

You might be interested in the reaction to your last mailing on your grade XI lecture and discussion sessions. This came from one member of the research committee.

*FROM
Ellery*

Although I did not undertake to edit the several pages in detail, I noted the fact that certain elements seemed especially difficult for secondary school students. You realize, of course, that I have no information concerning plans for testing and evaluating whatever it is that is going to be measured. My impression is that this will be largely a matter of value judgments of a subjective nature. Am I correct? If so, is this an acceptable procedure? If not, where do we go from here?

I would think that at least some of the goals ought to be related to the out-of-school behavior of these students. Do their reading and viewing and listening habits change? If so, in what ways? For how long? Perhaps a sample of them could be induced to keep diaries of their media behavior - starting before the course and continuing for some time after the course - including not only their exposure to media but their reactions to them. This, too, could be an important learning experience as well as a source for data. These could be content analyzed. Again, this is not a very rigid sort of method but, in the early stages of such research, should be a hypothesis generator.

Hope that some of the above are of help.

Best,

Sam
Samuel L. Becker
Director, Division of
Television-Radio-Film

SLB:ks

CC: Skornia, Ellery, Evans, Harwood

Mc Inman

SUMMARY

- I. Role of contemporary art models in predicting new patterns for teaching and learning in the electronic age.
- II. The Gutenberg teaching machines and the Renaissance explosion in learning.
 - (a) The swift decline of dialogue and the seeking of an exclusively visual order.
 - (b) The rise of the consumer curriculum and the separation of teaching and learning functions.
 - (c) The "content" as opposed to the "insight" approach to learning.
- III. The Nuclear bombardment in learning.
 - (a) The new electric structures for teaching and learning are basically a return to dialogue, or to the fusion of teaching and learning functions. (Even the Pask, Pressey, Skinner teaching machines are basically dialogue structures.)
 - (b) The presence of electronic information structures now dominating social and political thought and feeling (electronic tapes have made even the assembly-line obsolete) makes the educational adjustment inevitable.
 - (c) We now switch from subject to inclusive "field" and from light on to light through.

NEW MEDIA AND THE NEW EDUCATION

"The artist," wrote Wyndham Lewis, "is engaged in writing a detailed history of the future because he is aware of the unused possibilities of the present." It is quite literally true that since printing it has been the poets and painters who have explored and predicted the various possibilities of print, of prints, of press, of telegraph, of photograph, movie radio and television. In recent decades the arrival of several new media has led to prodigious experimentation in the arts. But, at present, the artists have yielded to the media themselves. Experimentation has passed from the control of the private artist to the groups in charge of the new technologies.

That is to say, that whereas in the past the individual artist, manipulating private and inexpensive materials, was able to shape models of new experience years ahead of the public, to-day the artist works with expensive public technology, and artist and public merge in a single experience. The new media need the best artist talent and can pay for it. But the artist can no longer provide years of advance awareness of developments in the patterns of human experience which will inevitably emerge from new technological development.

The painters of the fifteenth century explained perspective or fixed point of view to the public when print was scarcely known. Aretino became "the scourge of princes" when print was young, and long before the newspaper took up its inevitable republican role. Petrarch developed the Sonnet as a mode of self-expression and of self-analysis before print and long before Montaigne revealed the artistic meaning of the printed page in his Essays.

In a word, the artist discerns the forms of technological change in their full cultural dimensions before the technicians actually take over.

But to-day, for the first time in human history, our technology includes an external projection of each of our senses. Nobody has considered the significance of this development which confers on our technology an inclusive organic relation to mankind for the first time. From the invention of the wheel and alphabet onwards, we have been accustomed to conceive technology as a progressive splintering and dissociation of what in nature is integral and organic. Thus the wheel was an abstraction from animal form, since a running animal is in a sense rotating. And the first movie ever made was of a running horse.

To-day radio, telegraph and T.V. have no moving parts. The electronic age abandons mechanism for the movement of light and information only. Viewed in the crudist quantitative terms, the shift from mechanism to electronics presents the character of total revolution. It is inconceivable that school and society alike should not receive the full impact of this change.

Looked at more closely, the electronic mode of shaping situations reveals its bias towards field structure. But even "field," preferred by physicists, can mislead by suggesting a flat, single plane. But a multi-dimensional field is intended, an "everyway roundabout with intrusions from above and below." Thus, for example, "point-of-view," so inevitable in print culture, is alien to electronic "field" and the affiliates of such "field." For point-of-view originates in the discovery of a fixed position
continued...

as creating perspective, or vanishing point. It was this discovery in the fifteenth century that we associate with the end of medieval art. It was the same discovery taken up by map-makers and by navigators that made the world voyages possible. For prior to this discovery of space as homogeneous and lineally continuous, it was not known that one could simply proceed on and on in a straight line on a single plane. Mircea Eliade's The Sacred and the Profane (Harcourt Brace 1959) is a study of the contrasted ideas of space and time as between modern and pre-modern man. And Harold Gatty's Nature is Your Guide (Collins 1958) provides much illustration of pre-mechanical relation to time and space. The methods and procedures in organizing our lives in time and space which are still accepted as "natural" derive almost entirely from the introduction of mechanism into teaching and learning by means of the first teaching-machine which is the printed page.

In providing the first complete mechanization of an ancient handicraft, print created an explosion in learning in the sixteenth century. But the technology by which the mechanization of writing was achieved also invaded every phase of teaching and learning during the past five hundred years. It will repay us to consider, briefly, what happened, if only because we are to-day involved in a much greater technological change which concerns the nature of teaching and learning more pervasively than print ever did or could.

Basically, the mechanization of writing involved the inspired step of segmentation. Movable types are a kind of static continued...

analysis of the movements of the scribal hand. And whether we regard the differential calculus or assembly-lines, science and industry have since the sixteenth century, and until recently, extended the principle of segmentation to all procedures of investigation and of applied knowledge.

It is all the easier to observe the patterns of mechanical or print culture now that we have for more than a century (since the telegraph) lived with the new electronic patterns of knowledge and of human association. It may seem baffling that in the electronic age there should be such an increase of books and printing. But the same paradox occurred after printing had ended the constitutive role of manuscript and scribe. For everybody began to write a great deal after printing. And now that print has ceased to constitute the major basis for teaching and learning and is no longer the dominant technological form of our world, there is much more printing than ever before. So far as my studies have taken me, the reason for this is that a new medium splinters the older ones into a variety of new forms and roles. The typewriter merges composition, writing and print publication in a single act. To-day the book has many new roles and functions, as had the manuscript in the sixteenth and seventeenth centuries.

Here, then, is a brief indication of the new patterns that entered teaching and learning as a result of printing. There was first, uniformity and repeatability which conferred the power of speed and silence on the reader. The manuscript was read slowly and aloud. The speed, uniformity, and repeatability of
continued...

the printed book entirely altered patterns of study. It was then possible for the first time to read widely. And repeatability and accessibility of the book made it unnecessary to memorize all that one read as the manuscript reader had tended to do for purely practical reasons.

For the inaccessibility and non-repeatability of the manuscript made memorizing a need as it made oral learning and disputation a natural thing, capable of much greater speed and range than manuscript reading could achieve. (To-day we encounter the reverse situation in which film, videotape and even photography permit the rapid grasp of complex cultural gestalts, past and present, which the printed word cannot convey even slowly.)

The portability of the book, shared with its repeatability and cheapness, created on the one hand the habit of privacy and silence, and on the other hand made possible the class room in which all have ready for use the same data and texts. By contrast, the pre-print class room expended much time in enabling each student to make his own text while the teacher did aloud the work of the ancient exegete and the modern editor. All kinds of rhetorical analysis, word by word, went hand in hand with minute considerations of variant readings and punctuation. (See Baldwin's Small Latin and Lesse Greek.) Thus there arose from print a new kind of corporate life in the school and a new kind of privacy in the study. The curriculum was revolutionized to include a great range of authors and several languages, such as never could have been encompassed by manuscript means.

continued...

But print at once gathered another group of changes, namely the related habits of self-expression and self-investigation. Print as a mass medium offered a sort of launching pad for the projection of the private person into the role of public institution. Pietro Aretino and Rabelais were perhaps the first to explore these new dimensions for the individual ego. Ego enlargement via print, at the same time created the sense of fame and self-perpetuation by means of the repeatability and indestructibility as it were of the private self. Marlowe's Tamburlaine and his Doctor Faustus are excellent types of the new megalomania arising from print.

Publication for Chaucer, by contrast, meant only a private reading of his work to friends. Self-expression and self-portraiture and self-analysis swiftly merged in the sixteenth century in the great figure of Montaigne. He revealed another feature inherent in the segmental analytic patterns of print, namely "systematic doubt." After Montaigne, print laid few further patterns on the private self and began to release its powers in the re-shaping of society and politics as the newspaper developed.

There is scarcely a feature of print culture which can to-day be discerned in the over-all field of our new electronic technology. Static fragmentation as a means of analysis and of production and expression are not to be found. Jacques Barzun in his House of Intellect, which he assures us is built on the alphabet (and print), has provided a handy testimony of the total incompatibility of the new age with the typical values and procedures of the print age. Art, science and philanthropy to-day, he says,

continued...

represent a team destructive of all intellectual values. (He is careful to dissociate intellect from intelligence.) Perhaps he might have written a different book had he understood the private and social consequences of print as print. For one of the curiosities of print and literature is an obsession with "content" as opposed to "form." It is easy to see why the blank page awaiting an imprint should appear to "contain" things of good or ill use and report. It is in fact this formal, structural aspect of the page that obliterates awareness of the page itself as a structure. To a lesser degree, this oblivion of the structure of the page, and of print itself, extends to writing in the ancient world as well. For the alphabetic translation of the audible into the visible had huge consequences such as mark off Greece and Rome from all other societies which lacked phonetic means of codifying and translating experience into analytic, visible terms.

Let us suppose for a moment that a team of present-day testers had been available in the year 1500 to find out whether the new book or reading machines and instructional materials were capable of doing the plenary traditional job of education in the future. Would not this team, even as it would to-day, ask whether the privately read word could measure up as a means of teaching and learning to the memorized manuscript and its formidable extension in oral exegesis and group disputation? Since we know that printing wiped out the educational procedures of the preceding centuries, we can say that the testers would have been quite wrong in asking whether the new could compete with the old when the new had only one mode of procedure, namely to erase and

continued...

to brainwash the older culture. Our testers to-day are still geared to the static assumptions of the print form and ignore the structural dynamics of the electronic form. In 1500, as in 1960, they could report variations in the facility with which educational skills in a wide range of subjects are achieved by print or by ETV. But they have no regard for the new patterns of perception and sensibility which are subliminally imposed on us all by new structures for codifying and moving information. For the new structures modify our means of apprehending past and present. They re-create our sense of space and time, of teaching and learning. Basically I should say that in the electronic situation there is great new stress on learning (creativity) and a corresponding relaxation of teaching stress.

Again let the artists of the last ten decades be our guide. The Romantics reacted strongly against the book as book, spotting it as the enemy of nature and of natural modes of learning. They insisted upon the creative imagination as the birthright of all, and began a ceaseless quest for the inclusive and integral image. This arduous search was taken up with great intensity by the Symbolists who realized that it could not be a merely visual image, but must include all the senses in a kind of dance. En route to this discovery, Hopkins and Browning, Poe and Baudelaire, ended the print-fostered dichotomy between author and reader, producer and consumer and swept mostly unwilling audiences up into participation in the creative act. After Poe, and since Cezanne, poets and painters devised ever new modes of speaking not to their readers and viewers, but through them. As the voice of art resonated within and through the print-cultured audiences, the cry

continued...

went up, and still continues: "the artist is using a private language." The artists' demand that the audiences enter the artist role as co-creators was not welcome to the consumer mind. Such is the meaning of the abstract art and the do-it-yourself kits which artists have for a hundred years been carefully preparing for their affronted public.

Of course, children love abstract and symbolist art, and experimental films. But by the time they have been given in late adolescence the cookie cutter patterns of the House of Intellect they freeze up in the presence of the playfully abstract cartoons of Picasso and James Joyce.

That situation is easy to understand. The educational establishment is also built on print and abeced-mindedness. But to-day we are asking what will be the shape of things to come educationally. The answer is simple. The artists have told us in minute detail this past hundred years. They have built endless models of our challenge and our needs, and of how to live with the new instructional materials. They have told us that there will be no more consumer packages in education--not at least if education is to have a relevance to our new world. The dialogue will replace the guided tours of data provided by the book as teaching machine. In the dialogue there is no maintaining of a point of view, but only the common participation in creating perpetually new insight and understanding in a total field of unified awareness. For dialogue is not light on, but light through, which is the difference between film and T.V.

continued...

Let us note that in all forms of electric circuit and appliance, whether telegraph radar or guided missile, we are confronted with the give and take of dialogue and not the one way song of lyric self-expression. Even the various forms of electric appliance impose a large measure of do-it-yourselfness, whether the electric toaster, the vacuum-cleaner or the washing-machine.

I say, therefore, with impersonal assurance, that unless we choose to abandon all electric forms of technology we cannot possibly retain in our teaching and learning the modes of instruction and apprehension associated with the mechanical forms of print and its innumerable cultural progeny. Even if we are zealous, like Dean Barzun to retain and to maintain the characteristics of print-culture we shall need to know much more than he does about the cultural dynamics of print in individual society; and also it would be necessary to have a very complete knowledge of the new dynamics of our new technology in order to harmonize the twain. It is characteristic of the semi-aware products of print culture that they prefer to take a strong moral stand on one or another horn of a dilemma. They love dichotomies. They point with pride. They view with alarm. They then feel that duty has been done by spiritual values. But of understanding and, therefore, of control of new situations they are bereft.

I am not optimistic about saving any of the traditional qualities in education from the electronic bombardment. It could be done by those who had a firm hold of both old and new situations. And since those of the older print-culture are not morally or centrally prepared to tackle the new, it behooves the

continued...

products of the new electronic culture to seize and to maintain some of the needful qualities from the wreck of the House of Intellect. If this sounds like Robinson Crusoe revisiting the wreck, it will be a Robinson Crusoe equipped with electronic technology.

Earlier I listed some of the basic characters and consequences of printing in teaching and learning. It seemed a useful way of moving from the known to the less well known. I have insisted that any new structure for codifying experience and of moving information, be it alphabet or photography, has the power of imposing its structural character and assumptions upon all levels of our private and social lives, even without benefit of concepts or of conscious acceptance. That is what I've always meant by "the medium is the message." Moreover, a new medium bombards older media and awareness, stripping the older forms of experience to their bare bones or basic codes. That is why, to-day, when we are already living through intense nuclear bombardment from within our own cultures, we have achieved almost total clairvoyance of our own condition and of our debts to earlier ages. To-day, we master languages and whole cultures faster than men formerly mastered an author. Our children live in a world museum of cultures from infancy, even while we continue to educate them as if they were bolted into only one of these cultures. And these changes, or this acceleration of change to the point where change itself becomes the very matrix and foundation of society--all this owing to our century-old shift into the electronic mode of information shaping and movement. We have left the one-thing-at-a-time of print and mechanism for the all-at-once of the inclusive "field"

continued...

of electricity. And it is the very structure of this all-at-once inclusive mode in teaching and learning which automatically ends what we till now called "subjects." The electronic alters the contours of math and physics and "nature" even as it abolishes literature. The nature with which we will henceforth be engaged is one whose lines of force we will travel and explore with the sensitivity of the greatest artists. The split between art and nature ends now, as surely as the division between culture and commerce. So far as the young are concerned, all these things are already accomplished. Their sensibilities have been formed almost entirely and exclusively by electronic modes of experience. Even the film, that last mechanical link with the Gutenberg era, they experience mostly as translated through the medium of T.V.

I put the matter this way in order to confront the educational point: "What is the difference between movie and T.V. after all?" Just to heat up the issue a bit more, let me answer that they have scarcely anything in common except the fact that both are visible. The structure that is seen, however, is another matter. The movie is a mechanical way of rolling up the world in a sequence of small still shots, not unlike the way in which print captures the movements of an author's mind in a sequence of black and white still shots. Played back, these still shots recreate or reconstruct an earlier action. The movie has built-in perspective and is superb in details to fill in the pictorial space of its perspective. In contrast, the T.V. image is a continuously formed mosaic with no still shots, no reconstruction of actions, no perspective and very little detail. The T.V. mosaic is so poor in data, in fact, that it must be mostly filled in by the viewer. And moreover it has no light

continued...

on, but only light through. So that, typically, the T.V. viewer is conditioned to expect much activity and to expect knowledge to be a kind of total revelation or illumination from within both subject and himself. As Dr. Ruhe of the Kansas City Medical Center pointed out, T.V. in medical instruction has shown (a) that the speaker, instructor, or lecturer must efface himself, and (b) that the viewer, in operations for example, was less a spectator than the scalpel. The viewer does not so much see as do the operation. Even the surgeon watching the monitor while actually performing the operation frequently is surprised by aspects of the operation which the T.V. camera picks up beyond his immediate visual range. Or rather the operation is translated into another medium, and so revealed in another mode, much as the newspaper translates our ordinary social and political lives into a special mode, providing quite new dimensions and meanings for them.

Let us say, then, that T.V., like radio, states much less than it suggests. That is the symbolist or do-it-yourself phase of this electric medium. Book and film, in contrast, state very fully and suggest much less than electric media. That is another way of saying that electric media deal with experience in depth, rather than spelling it out on the single plane of flat statement. The radio listener takes for granted the action of providing a visual world for the sound experiences. The T.V. viewer must have an image he can complete for himself. So that even persons appearing on T.V. must not be too definite or one-sided types. The vague, ambiguous, uncommitted person, whether in politics or entertainment, will survive on T.V. But the definite classifiable figure who satisfies the film or newspaper medium as a right guy will frustrate the T.V. viewer who wants to complete his own image. The flood of Jack

continued...

Paars, Mort Sahl, Shelley Berman, has scarcely begun. But a similar non-committal, ironic whimsicality will appear more and more, not only in T.V. figures, but will evoke many persons and forms of expression, not directly related to T.V. The newspaper man and reader are just as baffled by these changes emanating from T.V. depth suggestion as the bookman. Yet a century ago, the poets and painters began to unfold in detail this whole complicated story which has now become part of the educational drama.

The square and the egghead are the bookmen as seen by the new T.V. generation. In the sixteenth century, the new book generation saw the oral and oracular previous generation much as Polonius appeared to Hamlet. The razor precision of the oral schoolmen appeared to the new literary humanists as "words words words." They called the schoolmen not squares, but dunces.

The new criticism (or reading in depth) which has appeared in our electronic era is often called scholastic in form by the literary humanists. Is it not terribly wasteful of values and opportunities, as well as destructive of harmony that unwittingly men should so embroil themselves in civil feuds arising from media change? In our age the onset of multiple media changes makes impossible the older patterns of gradual adjustment and oblivion of the obsolete. There is no time to adjust. We simply have to know, and understand, exactly what is happening; and indeed, as educators we can avail ourselves of the artists to help us to become contemporaries of ourselves. Rather we must all become creative artists in order to cope with even the banalities of daily life.

Jan. 19/60.
Marshall McLuhan.

NATIONAL ASSOCIATION OF EDUCATIONAL BROADCASTERS

PROJECT IN UNDERSTANDING NEW MEDIA

NAEB

RECEIVED
NAEB HEADQUARTERS

JAN 27 1960

AM 7 8 9 10 11 12 1 2 3 4 5 6 PM

Address reply to:

MARSHALL McLUHAN
PROJECT DIRECTOR
96 Saint Joseph Street
Toronto 5, Ontario, Canada

January 25th, 1960.

Dr. Harry J. Skornia,
New Yorker Hotel,
New York City, N.Y.,
U.S.A.

Dear Harry:

Phoned you in Urbana to-day, and got your New York address. Phoned the New Yorker Hotel and left a message for you to call me at home, in the evening, or here WA. 3-4614 - Ext. 43, by day.

All I wish to check with you, Harry is the matter of what I should send to Washington over and above the Chicago-Detroit and Toronto schedules for class room tests. You mention that I should include the materials that I am using in the class room, but earlier you had spoken of these being somewhat too sketchy, or as insufficient. I can explain to USOE that these materials are not presented before class, but are simply for their orientation during the actual time I am in the class room.

I shall attempt, then, to give very condensed outlines of the grammar of each medium, sort of half a page a piece single-spaced.

In this connection, the last few days have seen a major break-through in media study. Working with the fact that each medium embodies one or more of the human senses, it struck me that we are impelled in perceiving each medium to complete the scale, or spectrum of our sensorium. So that, radio for example impels us to provide a visual world moment by moment, and photography, which is so adequate in visual terms compels us to complete the tactual and kinesthetic part of the sensorium. Thus the degree of sensuous completion is one way in which the lines of force in any medium are structured.

We can carry this on
anon! But keep it in mind.

continued...

Very best, Marshall

Media Log IV (Draft)

In ~~the~~ Song in the Works of James Joyce (by M.J.C. Hodgart and Mabel P. Worthington, Columbia University Press)--"Like Mr. Duffy in 'A Painful Case,' Joyce apprehends an emotion in terms of rhythm." Like Stephen in Stephen Hero, Joyce "over all this chaos of history and legend, of fact and supposition, he strove to draw out a line of order, to reduce the abysses of the past to order by a diagram." But whereas Joyce uses the melodic as well as the scribal line to achieve order, the present authors point to the significant fact that in Finnegans Wake Shem the Penman is not allowed a song. All the other characters are presented by means of melodic allusion save he.

The victory of St. Patrick over Berkeley the Arch-Druid, the theme of "the restoration of Unity after Multiplicity...is announced by the chimes of Father Prout's The Bells of Shandon." Patrick is associated with Rome and the written modes of organization, Berkeley the Arch-Druid is associated with the Celtic church with its oral and auditory patterns of organization. To these age-old battlers and enemies Joyce says "harmonize your abecedeeed responses." That is to say, to the visual and alphabetic camp Joyce prescribes harmony, as to the auditory and analphabetic he prescribes the A B C deed. The return of tribalism (Finn again) and the end of civilization as founded on the written word can only be avoided, said Joyce, if we constantly, and in all human affairs, translate the audible into the visible, and the visible into the audible. That is the meaning of the Wake. "What the reader sees is not what the reader will hear," said Joyce. Joyce in the Wake is the embodiment of common sense (the sensus communis) which constantly translates all sense modalities into one another. But in any culture with alphabet and other technologies the bias of the culture splinters the unity of the sensus communis. Yet to-day our technology has externalized all of our various senses until the sensus communis has become a practicality of technology and culture. Joyce was the first man to know this and to leap at the meanings of Wake in relation to our opportunities to-day.

The Wake uses all languages (they are all mass media) and all technological media in its unity. The present writers have provided a wonderful study tool by explaining their uses and cataloguing the thousands of songs in Ulysses and the Wake, pointing always to the fact "that his allusions are not all highly learned or peculiarly Irish; and that one of the most useful aids to reading Finnegans Wake is the grasp of modern popular culture, such as the press, advertisements, radio, low jokes, and most of all songs."

Joyce once said to Louis Gillet: "Je n'aime pas la musique... j'aime le chant."

McLuhan

RECEIVED
NAEB HEADQUARTERS

JAN 27 1960

January 22, 1960

AM
7/8/9/10/11/12/1/2/3/4/5/6
PM

Dr. Marshall McLuhan, Project Director
Project in Understanding New Media
National Association of Educational Broadcasters
96 Saint Joseph Street
Toronto 5, Ontario, Canada

Dear Marshall:

I enjoyed speaking with you on the telephone the other day, and, as I explained to you, we will be happy to help you complete a video taped pilot presentation in the NAEB project series. To be sure, after speaking with our production people about the cost of animation and the kinds of special insert material which you propose for this tape, it would be most costly. However, we will try to do this one way or the other in terms of the limited four or five thousand dollar budget which you mentioned you might have available for producing and taping this material. If you can work something out with CEC, so much the better, since you could then have the luxury of a richer source of subsidization.

I read your letter of January 14 and looked over the material which you sent me with interest. As one member of the committee, it would be my opinion that if it can be pinned down into a structure which will lend itself to stating the overall goals of the project in the form that lends itself to the kind of research design that we discussed in detail at the Chicago meeting, I would strongly recommend that the project be continued. However, at the moment there appears to be an imbalance between proposed content and getting closure on a research design to which people like Warren Seibert in the Office of Education would probably wish to have access. I sincerely hope that this design can be rather formally prepared in the next several days so that steps to get Office of Education support for continuation can be taken.

Cordially yours,

Richard I. Evans
Professor of Psychology

RIE:jmb

cc: Dr. Samuel L. Becker
Dr. Harry J. Skornia ✓

Contract
Roll - see mark - then returns
NATIONAL ASSOCIATION OF EDUCATIONAL BROADCASTERS
PROJECT IN UNDERSTANDING NEW MEDIA *McLuhan*

NAEB

Address reply to:
MARSHALL McLUHAN
PROJECT DIRECTOR
96 Saint Joseph Street
Toronto 5, Ontario, Canada

set - 23
January 21st, 1960.

Dr. Harry J. Skornia,
NAEB - 14 Gregory Hall,
URBANA, Ill.

Dear Harry:

A very fruitful day, yesterday. Called Sam Becker who had just been through my materials about the High School visit. He suggested I call Wanda Mitchell, in Evenston, Illinois, and within five minutes of speaking to him she was enthusiastically arranging an Evenston schedule for me. Sam mentioned also that she was an Advisor to the Washington Committee so that I look forward to an opportunity to explain my media approach to her so that she may inoculate them.

Later in the day, I managed to reach Ethel Tincher in Detroit. She is in charge of the Department of Instructional Improvement of all Detroit Schools and has, herself, been teaching the media to High School English classes for many years. She is proceeding, at once, to give me a diversified set of schools and a schedule for immediate action. I can do more than one at a time, but the big advantage is that I can get on with those videos at the same time with Jack Ellery, Lee Dreyfus and Bob Schafer. So I shall probably stay around Detroit for a two or three week stretch in February. As soon as the Tincher itinerary and program arrives, I shall probably take it to Washington to discuss with Siebert.

X [One thing we had not anticipated was that I could personally handle the media tests in the High Schools. You can see that this has reduced the time factor enormously. When the videos are ready, it will be quite feasible to send a written syllabus to accompany it, or them. The present notion is to have a panel dialogue going as part of the sound-track on the video.

continued...

Skornia - 2.

I am going to make a tape recording of a panel discussion on media questions to be run entirely by the Grade XI people who have had this four-visit run. Merely to have a tape from a wide diversity of schools of the terminal state of mind should prove of some use. Do you think that it would also be desirable to have a tape of their initial state of mind? In a current ETV broadcast which my research man Art Knowles observed in a third grade class room, a peculiar fact occurred in the class reaction. The broadcast invited the class to participate in singing a song, and pre-broadcast instructions had urged that the members of the class be supplied with tumblers and forks so that they could strike the key of the song at various times, when given a cue from the monitor. In this class, only one girl had tumbler and water and fork, and it happened that whenever the signal came for her to tap her glass, the entire class turned to her ignoring the continuing program. What struck Art Knowles was the spontaneity and unanimity with which they turned away from the show. Here is one of those aspects of the lines of force, in a given medium, (in this case directly concerned with the participational power of T.V.) which is suddenly revealed by an unexpected mode of behavior and which I consider to be worth thousands of pages of tester material.

For example, if the same show were shown to the same class on film, it would be unthinkable to have tumbler and fork etc. at all. The film audience is a group of isolates. The film invites people to go into themselves, etc.

*Send
1/25/60.* Could you give me Dr. Ruhe's address. The man at the Kansas City Medical Center? I suddenly bethought me that he must have a good deal of available data on the contrast between film and T.V. in medical and dental teaching.

I am enclosing a little sheet which will appear in Media Log III and which concerns the peculiar lines of force in the written and the oral modes. Consider, Harry, that what we call case histories necessarily have no point-of-view. In the same way, the means by which these case histories are obtained the "totally permissive" interview is a form of discourse or dialogue from which point-of-view is systematically

continued...

Skornia - 3.

eradicated.

Since the T.V. image is necessarily fragmentary and incomplete in its technological make-up, it behooves the user to make use of that fact rather than to gloze it over, or to try to make it approximate film form. Since the T.V. image does not have point-of-view or perspective, except insofar as these are provided in the structure of the set or by film means, since it is a mosaic strongly tending toward the two-dimensional and the sculptural, we must go to cultures in which these forms were normal in order to discover the full language of T.V. and its full resources.

X
Hope to talk soon with Norman McLaren of our National Film Board about media. His own type of films, of course, are mosaics painted onto film strips. He is increasingly being pushed in the T.V. direction. He now paints on every other frame in order to get further away from film. Perhaps we could induce him to do a new job called Neighbors or Brothers Under the Skin, or something like that. A kind of Cain and Abel or Jacob and Esau, a story of fratricidal strife between film and television. Art Knowles is well acquainted with McLaren and will be seeing him next week. Am beginning to get Knowles really working on media. He is beginning to work on the script for the videos and having made film himself is very useful indeed. I hope I can arrange to take him to Detroit for a few days when we are making the video.

Blessings.

Marshall

HMM/RN

Enclosure.

January 20th, 1960.

Dr. Harry J. Skornia,
NAEB,
14 Gregory Hall,
Urbana, Ill.,
U.S.A.

RECEIVED
NAEB HEADQUARTERS

JAN 22 1960

AM 7 8 9 10 11 12 1 2 3 4 5 6 PM

Dear Harry:

The enclosed is a draft of a paper to be given in Cincinnati the first week of March at a NEA Seminar. Please tell me whether I should send a copy to Warren Seibert.

A propos of the Pat Hazard memorandum which I also enclose, let me point out that the communication field just as easily includes politics and economics as it does literature. St. Louis for example, obsessed by its river system of communications resisted the telegraph, in 1850, and quickly lost out to Chicago. In the same way as Dallas-Smythe pointed out in his book on the telegraph (please try to obtain a copy of his history of the telegraph for me. It is a University of Illinois publication which has been out of print) the semaphore telegraph on the continent preceded the electric telegraph by fifty years. The continent had such a large investment in the older form of telegraph that it was most unwilling to play with the new electric telegraph, so England and America which had not had the older telegraph were better disposed to try the electric, and so left the continent behind.

This type of situation is with us globally to-day in relation to new media and new education.

A recent discovery in relation to media reversal concerns the obsolescence of the scribe when print was new. Far from writing ceasing to be important, everybody became his own scribe, and the age of printing was also the age of scribbling. That is to say, the old scribes' consumers became producers. In the past fifty years when printing has become obsolescent in the presence of new dominant forms, there is more printing than ever before. The typewriter enables the reader and the writer to fuse in an instant act of publication. Again the consumer of print becomes the producer.

continued...

Skornia - 2.

I am sure that a few minutes of conversational survey would enable us to detect the same patterns in many fields. The first impact of a new medium on old media is to splinter them into a variety of new roles and functions.

This afternoon I shall phone around to our committee to discover reactions to my report about the Grade XI class room experience which I have had with the media.

My friend Karl Polanyi told me that about fifty years ago in Vienna there was an educational revolution from subject to field which was carried out by a dedicated group of ardent Ph.Ds. who were given all the time they wanted in the elementary grades. The overwhelming superiority of Austrian scholarship in higher studies dates from that experiment, according to Polanyi.

So far as my media studies are concerned, the Mechanization Takes Command by Siegfried Giedion is indispensable background for the languages of media. As soon as one approaches a field, one has to abandon subjects. Or rather, subjects are automatically included within the field. Such is the bias of print in America that even Dewey, while trying to say this, couldn't see it.

More soon.

Cordially, *Marshall*

HMM/RN

Enclosures.

14 Gregory Hall
Urbana, Illinois

January 19, 1960

Dr. Marshall McLuhan ✓
96 Saint Joseph Street
Toronto 5, Ontario, Canada

Dear Marshall:

Delete Merrill from committee list. Will send new list, soon as all accept. Invited Becker, Ellery, Hoban, Foshay, Evans, Harwood, Carpenter (Penn. State), Westley, Smythe and Kumata. Ever hear from the latter? Smythe back next month. Exercises look good.

Best,

Harry J. Skornia
President

HJS/kh

NATIONAL ASSOCIATION OF EDUCATIONAL BROADCASTERS

PROJECT IN UNDERSTANDING NEW MEDIA

NAEB

Address reply to:
MARSHALL McLUNAN
PROJECT DIRECTOR
96 Saint Joseph Street
Toronto 5, Ontario, Canada

January 14th, 1960.

RECEIVED
NAEB - HEADQUARTERS

Dr. Harry J. Skornia,
NAEB,
14 Gregory Hall,
URBANA, Ill.,
U.S.A.

JAN 15 1960
AM 7 18 9 10 11 12 1 2 3 4 5 6 PM

Dear Harry:

Have just finished my first meetings with a Grade XI class, here in Toronto. I met four times with them, and found them much more accessible than any adult audience so far. They were ready and eager to get down to details. One lad, a propos of the question whether the Orson Wells' radio hoax about visitors from Mars could have been perpetrated by means of newspaper, simply pointed out that the new audience, built up by the disc-jockey, was more detached and critical than the old radio audience.

I enclose the sheets I used at this meeting. We simply went through the items, in order, in 45 minutes, and there was lots of discussion. Their teacher (it was an English class) said that he thought a Grade IX class could have done just as well with the same material. But I would be glad to hear your comments. The teacher of the class reported (after the first meeting) that he thought the class was somewhat baffled, but that interest and awareness grew steadily. He understood that my aim was not total instruction, but to test whether it was possible to reach students of this age with these materials. And his conclusion at the end of the run is enthusiastic positive.

Next week I shall repeat the performance, in another Grade XI English class, in a school of quite different character where the students are all children of executives, junior or senior. I cannot imagine why I should encounter any less result in any Grade XI class whatever. You said you think I should do at least eight such runs at points scattered around the continent. If you have a specific Grade XI possibility in your area for me to exploit, I would be very glad to meet them soon.

continued...

Skornia - 2.

I must report the views of the NAEB Research Committee about materials and procedures so far, and whether the members approve following the present course. A February 1st deadline has been set for my rendering this report. A signed marginal note on any of these enclosed pages would do.

Warm regards.

Marshall

H.M. McLuhan/RN

Enclosure: 4

P.S.

The above letter and the enclosed sheets I have sent to the members of the Research Committee. I have carte blanche for Grade XI in Detroit, and doubt whether there would be any difficulty in a four-meeting run in any city. Tell me what you think about further processing this material before showing it to Warren Seibert, or before talking to him.

H.M.M.

Hmm

BOOK VS NEWSPAPER

A recent American student of Grade XI attitudes reported that (a) they assume that everything published or broadcast is good, and is good for them. Do Canadians in Grade XI assume this?

One easy way to study the structural lines of force in various media is by comparison and contrast of two or more media. The lines of force in the media shape our personal and social habits without much regard to the program content.

Take the book and the press:

The book is a private teaching machine. Printing was the first mechanization of a handicraft. Try to list some of the changes in teaching and learning habits resulting from the change-over from manuscript to the printed page.

The book is a kind of private confessional in which the reader follows the movements of the author's mind. Is there any sense in which the book as printed shares characteristics of the movie mechanism and experience?

The book was the first repeatable and uniform commodity. What effect did this have on the growth of markets and prices? Could we have markets or a price system without universal literacy?

The book exists by setting down one small thing at a time, in a line, and on a single plane. What effect would you say this kind of structure and procedure has had on human thought and typical approaches to problems? Why does the electronic world follow quite different patterns from print technology?

PRESS

Unlike the book, the newspaper offers a group confessional and a group point of view. It does this by mosaic patterns, putting many things on the same page. How does the Globe & Mail, or the New York Times, try to get book effects from newspaper format?

It has been said that real news is bad news, and a paper needs a lot of bad news to sell all the good news in its ads. Is it nearer to the truth to say that as a collective confessional the newspaper must reveal the seamy side of life? Do people feel more secure when they know that the rest of mankind is miserable?

Historians have pointed out that the newspaper needed and paid for good roads. Is this because that, unlike the book, the press must appear frequently? Why do we reject yesterday's paper? In what respects does it differ from to-day's paper?

It has been said that the press began by gathering news, and discovered that it was easier to make the news. Is news whatever is printed in a newspaper? With what differences from the press is news handled in film, on radio, and on T.V?

If there were suddenly no more newspaper, how would our political lives be altered?

Does the press need strong platform issues in politics? Does T.V. likewise?

Why does the press insist on drama and hyperbole? Why does the book not need these characteristics?

Canadian Grade XI happened to be studying Oliver Twist when the T.V. production occurred so I was able to ask them to write on the following questions inter-relating book, T.V., and film:

TELEVISION. MOVIE SURVEY - 1959

1. What effect, if any, does a telecast or a movie based on a book have on sales and library circulation?
2. How does the novelist determine what you shall think, and feel, and see? What different means are available to the camera eye?
3. What changes of plot, episode or character, are likely in making a movie of Oliver Twist? What changes would occur in a telecast as compared with a movie? Why are these changes necessary?
4. Do movie, or radio, or television presentations change the original characters in the novel?
5. Compare how the characters are introduced in a book with how they are introduced in a telecast and a movie. What can a book do in this matter of characterization which movie and television cannot do?
6. Does T.V. pin-point attention on the characters more than the movie? Why or why not?
7. Why does the movie have great advantage over television in building up historical atmosphere? How would this affect the approach of the television producer to Oliver Twist? Why is the movie producer of a historical film compelled to be very accurate in his presentation of past situations? Why is the novelist under much less pressure to be accurate?
8. Make a shooting script for T.V. and another one for movie of a single episode from Oliver Twist.
9. Unlike the photographic or movie image, the T.V. image is not a still shot and it is made up of a mosaic of luminous points. The amount of information included in such a mosaic is much less than in a movie shot. T.V. would seem to suggest, rather than state. Would this tend to make T.V. a richer and more imaginative medium? Would it tend to make the viewer more of a participator in the action than the movie spectator? Doctors say that when watching an operation on T.V. you become the scapel, as it were. You do not merely see an operation--you do it. How would this affect the relation of the actor to his role on T.V? T.V. actors say that there has to be a very much tighter relation between their expression and their actions and words than when they are acting in a movie or in theatre. Would this be because of the peculiar character of the T.V. image? That is, if the T.V. image suggests more than it says because of its mosaic character does this bring the viewer into the actor's role more than is the case with movie and theatre? Why have some great names in radio, and theatre, and movies, never been able to get into the television act?

St. Michael's High School
Grade XI English Class

Themes for Discussion

1. If you were convinced that media, as media, radiated into our psychic lives as much as x-ray or strontium 90 into our physical lives, how would you proceed?
2. Could you predict the effect of a particular medium on a social set-up like Africa or China, if you knew its form and powers? If you knew the forms and powers of the medium and society?
3. How might we prevent civil war among media e.g. radio t.v. and movies, or book magazine and newspaper?
4. Why broadcast all the time?
5. Why are t.v. and film very unlike?
6. Why do all electric media drive us towards do-it-yourself? (e.g. beatniks versus squares).
7. How about life without media?

The book 500 years ago: explosion in teaching and learning. Explosion in national politics and economics. Explosion in science: technique of doubt, of repeatability, of minute segmentation of process.

The press after the telegraph: explosion in international politics. Mobilization of world opinion and world markets.

Movies, the ultimate in sales promotion and presentation of consumer goods:

In 1956, President Sukarno of Indonesia visited Hollywood and, to its surprise, thanked the film industry for its aid to the national revolutions of postwar Asia. By showing ordinary people with refrigerators and cars, he said, American films had "helped to build up a sense of deprivation of man's birthright." He told the assembled executives: "That is why I say you are revolutionaries, and that is why I salute you. In a world of inequality, you and your products cannot be noncontroversial."

continue please...

St. Michael's - 2.

After seeing Marilyn Monroe in The Seven Years Itch,^t visiting Russians said: "Every man ought to have one."

Radio, the whisper in the brain, the voice of distant tribal drums. The cause of Fascism, red and black, and of teen-age peer group tribalism. Closed societies are of the ear, not of the eye.

All electronic forms tend strongly toward do-it-yourself involvement. The telegraph press makes the reader supply the meaning of the news.

Radio makes the listener supply a visual world.

Could the Orson Wells' men from Mars have been done by newspaper?

The t.v. image is a sketchy mosaic which makes the viewer fill in the image himself.

Why do mechanical forms, like book and movie, tend to provide a complete consumer package, as compared with electric forms?

3 pp.

NAEB HEADQUARTERS

14 Gregory Hall
Urbana, Illinois

file

TO: Marshall McLuhan

FROM: Harry J. Skornia

Harry SK

DATE: January 13, 1960

I have finally secured the detail I have for many weeks (several months) been seeking.

Phase I was to have ended December 31. This is a statement of Plan and Procedures, essentially. This, therefore, needs pulling together quickly and review by the Committee as rapidly as possible.

This is being sent to the "old" Committee. I'm "up to here" right now in new Committee appointments based on geographical distribution and other considerations.

I'd be most grateful to the Committee for prompt reactions and recommendations to Chairman, Sam Becker, upon receipt of the statement directly from you, Marshall.

Best to all.

HJS:jp

Enclosures

CC: NAEB Research Committee

DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON 25, D. C.

January 11, 1960

RECEIVED
NAEB HEADQUARTERS

JAN 13 1960

AM PM
7 8 9 10 11 12 1 2 3 4 5 6

Dr. Harry Skornia, President
National Association of
Educational Broadcasters
14 Gregory Hall
Urbana, Illinois

Dear Harry:

In accordance with your request for information from the project #279 file, I am sending the following excerpts from Walter Stone's memo of June 5, 1959. This memo sets forth the understandings which were reached when he negotiated the grant with you. I gather from our discussion of yesterday that these items coincide with your recollection of the agreements and hope that they will prove helpful in developing the future course of project action.

The excerpts from the memo are as follows:

"Experimental aspects of this project will involve the development and testing of materials and techniques for utilization to develop student insight into the nature of media, using both in-class and out-of-class media experience. Among possible insights to be gained would be, for example, effects of radio on newspaper style; awareness of the changing economic structure and politics resulting from radio utilization (e.g., fire-side chats); use of radio to create atmosphere of privacy (i.e. by students); the fact that radio intensifies language barriers; TV influence on choice of political candidates (e.g., search for handsomeness); TV roles in bypassing literacy to create understanding; development of synthesized personality by TV; interplay of forms illuminating each other, etc."

".....the investigator recommended that Dr. McLuhan be given an opportunity, in the space of 4 months to develop a suitable plan and procedures for carrying out his project in cooperation with the Research Committee on the NAEB, and that his salary be guaranteed for one year. In the event that suitable procedures are developed which justify carrying the project forward (these are subject to review by the NAEB and the Office of Education personnel), then the project would be funded as indicated in the attached budget statement. The investigator suggested that the project might be developed in four stages: (1) preliminary exploration and planning; (2) development of materials; (3) experimental utilization; and (4) final evaluation of preparation of report. This suggested staging seemed generally acceptable. It was also agreed that the first two stages of the project

(i.e. 10 Months)

Dr. Harry Skornia---1/11/60

might be accomplished in the space of a year ^{at the} and that it would be up to Dr. McLuhan and the NAEB to establish ~~the~~ end of the first stage (approximately January 1960) a need for continuing the project effort.

".....the investigator.....proposed an initial grant of \$35,000, including 15 percent of total Federal costs to be spread over three payments in September 1959, January 1960, and a final payment upon completion of stages 1 and 2. Payments to be advanced for stage 2 would be contingent upon a successful completion of stage 1. Stages 3 and 4 would require amendment of the overall project as of July 1, 1960.

As I indicated, we desire to arrive at an early decision concerning the future needs and actions on the project and hope that it will be possible to have your advice and the NAEB Research Committee's advice on the prospects beyond phase I by the end of January. If there are further bits of guidance which we can give in arriving at an early decision, please let us know.

Sincerely yours,



Warren F. Seibert
senior Research Coordinator
Educational Media Branch

14 Gregory Hall
Urbana, Illinois

January 12, 1960

Dr. Marshall McLuhan
96 Saint Joseph Street
Toronto 5, Ontario, Canada

Dear Marshall:

In yesterday's letter forgot to comment on your notes re House of Intellect. I'd read earlier and corresponded with Barzun. Tend to agree with you.

I'll pass on to Gerbner -- for his info.

Best,

Harry J. Skornia
President

HJS/kh

NAEB
National Headquarters
14 Gregory Hall
Urbana, Illinois

14 Gregory Hall
Urbana, Illinois

January 11, 1960

Dr. Marshall McLuhan
96 Saint Joseph Street
Toronto 5, Ontario, Canada

Dear Marshall:

Had long talk with Seibert and Stone re your project. Since the "plan and procedures" were to be completed in four months and a sort of itinerary and schedule set on them, as a condition of continuing the project, we'll have to come up with a good one, and some evidence of moving into phase II (testing materials and procedures) by February 1, or we may be in trouble.

I feel so helpless in trying to answer some of your questions (re graphics production sources for instance). McBride, Schwarzwald, Bill Dempsey (WQED, Pittsburgh) and Evans should be best bets to give you an answer.

By all means I'd "trial run" the syllabus at Toronto as soon as possible. You might get some "bugs" out before ^{video} ~~tape~~ ^{reaction} ~~taping~~ which would save expense and a possibly unfavorable ~~reaction~~ ^{reaction} at USOE. Haste and specifics are now needed.

This is written Sunday at home: Monday will again be hectic, or I'd try to call ---.

Best,

Harry J. Skornia
President

hjs/kh

blcc: Becker
Evans
Seibert - with note

RECEIVED
NAEB HEADQUARTERS

JAN 6 1960

AM 7:8:9:10:11:12:1:2:3:4:5:6 PM

January 4th, 1960.

Dr. Harry Skornia,
NAEB,
14 Gregory Hall,
Urbana, Illinois.

Dear Harry:

A very Happy New Year to you, Harry and a more restful one.

X
Before it slips my mind, there are pages (50 ff) in The House of Intellect by Jacques Barzun which concern George Gerbner directly and his work on the image of the teacher in our culture. Barzun is concerned with what he calls a thought-cliche, and has much relevant material. Incidentally, on p.54, he says: "the prevalence of the thought-cliche does more than misinform; it weakens attention, curiosity, and the critical sense. Where all is familiar, nothing arrests gliding and starts thought." On p.38 "middlemen, producers, and customers are but reproducing in mind-stuff what the material world gives them as models."

Now these two statements, Harry, say what I am saying about media. The first one says that as a form is familiar it is subliminal and unawares. It does not seem to occur to Barzun that the form of print or radio could, of itself, act as a thought cliche--yet, in his other remark about models and mind-stuff, he is arguing that the patterns of consciousness are structured by technology. Barzun argues (pp.5-6) that The House of Intellect is based on the alphabet. People can be intelligent without literacy, but the intellectual is formed by the modes of the printed word exclusively. That is why he is prepared to proclaim Art, Science and Philanthropy as the enemies of intellect. In a word, Barzun is himself unaware of the ways in which writing and printing have structured our civilization quite independently of their content. He writes like the English Colonel in the Bridge Over the River Kwai.

continued....

Skornia - 2.

In fact, like the Colonel, he sees himself and The House of Intellect as isolated from all that is going on in the world. He is prepared to sacrifice everything to the idol of "morale". The Colonel was prepared to build a bridge for the sake of the morale of his men which would destroy much larger values.

I spent two days recently at Encyclopedia Britannica Films at Evanston, Illinois (which incidentally is a dry town). They have acquired the film rights in a large percentage of all foreign and American film from the beginning to 1955. Oddly, they have not, or have not been able, to acquire the television rights. Consequently, all these holdings are un-usable even on classroom t.v. Their ambition is to tie film study to the Highschool English curriculum as a means of large-scale rental of their holdings. Lou Forsdale gathered a large group of those currently engaged in teaching film appreciation to consider the possibilities of the whole project for Highschools. I think the whole thing is futile. They are as much unrelated to the newer media as any bookman. There is, obviously, a close tie-in between the book form and the film form.

The scripting for film ~~or~~ kinescope or video tape is going ahead quickly. I have just written Dick Evans asking him about certain problems. For example, do you personally have any thoughts about how I might get a job done very reasonably in the area of graphics and graphic animation? In counterpointing graphic and concrete social situation (the latter to be done by film clip) it will be necessary for each medium to have a fair amount of animation. For example, in the matter of the moveable types of Gutenberg their uniformity, repeatability, immutability, their mobility, in relating these to the rise of National power, National armies, uniform public education, the rise of industry, assembly lines, markets and prices, to say nothing of the private consequences, these can be shown by animated graphic revelation of structures. The graphic part can be repeated as leit-motiv so need not be nearly as extensive as the concrete illustrations. Still, it may prove to be expensive stuff.

X You ask about the concrete proposals of demonstration and test procedure. I now have the personal contact and assurance of several people like Ethel Tincher in Detroit,

continued....

Skornia - 3.

Dick Worthen of Berkeley, California, Arthur Foshay, and a good many others that anytime I am prepared to come to Grade XI classrooms with my materials I can have a two-week run. I do have the Syllabus sufficiently in hand to give it a run right away. I am now set, however, to produce at least one half-hour audio-visual item to be inter-woven with the Syllabus. This means that the Syllabus material for that one half-hour can be reduced to a page or two. This means a high degree of mobility and compactness. And that means that the number of places in which the test can be run is greatly enlarged.

The Stanley Solomon Ph.D. thesis on the teaching of media in Grade XI used an almost exclusively content approach. He found to his amazement that his classes assumed that the content of all media was good and good for them. This is an unspoken assumption about media content. My approach has the advantage of bypassing this entire Maginot Line by the simple means of revealing structure, and the effects of structure. The question arises whether understanding media in this way obviates the need for drill and repetition. I think it does. Drill and repetition derive directly from the form of printing itself and the many senses of drill are amazingly related to the form of print.

At any rate it will be part of my test and demonstration to discover whether this be true.

Please phone if there are matters that I should attend to at once, in addition to these, for the sake of the committee. For example, I can give the Syllabus a trial run here in Toronto next week. I can have that run covered by psychologists and testers like Carl Williams of this University. But I would prefer now to wait for the kinescope to be made.

Skornia - 4 (January 5th, 1960)

X
Very glad I called you last night. The result is that scripting has gone forward a good deal to-day. The CBC is going to provide some coaching on graphics, and Art Knowles, my Research man from the Ottawa Film Board, is delighted that we are plunging into the visual field. He pointed out that it would be helpful to keep in mind, from the start, custom's problems when setting up these materials. He said that as long as there was an educational seal forthcoming, from both Ottawa and Washington, that the movement of video or kinescope, back and forth, would be simple.

I shall call Dick Evans, to-morrow, and also hasten my Syllabus materials into shape for an immediate classroom run.

Shall be in touch with you soon.

Marshall

DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON 25, D. C.

January 11, 1960

Dr. Harry Skornia, President
National Association of
Educational Broadcasters
14 Gregory Hall
Urbana, Illinois

Dear Harry:

In accordance with your request for information from the project #279 file, I am sending the following excerpts from Walter Stone's memo of June 5, 1959. This memo sets forth the understandings which were reached when he negotiated the grant with you. I gather from our discussion of yesterday that these items coincide with your recollection of the agreements and hope that they will prove helpful in developing the future course of project action.

The excerpts from the memo are as follows:

"Experimental aspects of this project will involve the development and testing of materials and techniques for utilization to develop student insight into the nature of media, using both in-class and out-of-class media experience. Among possible insights to be gained would be, for example, effects of radio on newspaper style; awareness of the changing economic structure and politics resulting from radio utilization (e.g., fire-side chats); use of radio to create atmosphere of privacy (i.e. by students); the fact that radio intensifies language barriers; TV influence on choice of political candidates (e.g., search for handsomeness); TV roles in bypassing literacy to create understanding; development of synthesized personality by TV; interplay of forms illuminating each other, etc."

".....the investigator recommended that Dr. McLuhan be given an opportunity, in the space of 4 months to develop a suitable plan and procedures for carrying out his project in cooperation with the Research Committee on the NAEB, and that his salary be guaranteed for one year. In the event that suitable procedures are developed which justify carrying the project forward (these are subject to review by the NAEB and the Office of Education personnel), then the project would be funded as indicated in the attached budget statement. The investigator suggested that the project might be developed in four stages: (1) preliminary exploration and planning; (2) development of materials; (3) experimental utilization; and (4) final evaluation of preparation of report. This suggested staging seemed generally acceptable. It was also agreed that the first two stages of the project

(10 months)

Dr. Harry Skornia---1/11/60

might be accomplished in the space of a year and that it would be up to Dr. McLuhan and the NAEZB to establish ^{at the} ~~by~~ end of the first stage (approximately January 1960) a need for continuing the project effort.

".....the investigator.....proposed an initial grant of \$35,000, including 15 percent of total Federal costs to be spread over three payments in September 1959, January 1960, and a final payment upon completion of stages 1 and 2. Payments to be advanced for stage 2 would be contingent upon a successful completion of stage 1. Stages 3 and 4 would require amendment of the overall project as of July 1, 1960.

As I indicated, we desire to arrive at an early decision concerning the future needs and actions on the project and hope that it will be possible to have your advice and the NAEZB Research Committee's advice on the prospects beyond phase I by the end of January. If there are further bits of guidance which we can give in arriving at an early decision, please let us know.

Sincerely yours,

Warren F. Seibert
senior Research Coordinator
Educational Media Branch

RECEIVED
NAEB HEADQUARTERS

JAN 14 1960

AM 7 8 9 10 11 12 1 2 3 4 5 6 PM

January 6th, 1960.

Mr. Harold E. Hill,
N.A.E.B.,
14 Gregory Hall,
Urbana, Ill.

Dear Mr. Hill:

Enclosed are several items for which Prof.
McLuhan should be reimbursed:

| | |
|----------------------------|------------------------------------|
| Long Distance N.Y. | \$ 2.70 |
| <u>The Silent Language</u> | 4.50 (project) |
| ✓ Initial rental on | |
| photocopying machine.. | 25.75 (Oct. 59) receipt to follow. |
| Office Equipment Co. | |
| C.P. Telegraphs re reser- | |
| vation at LaSalle | 2.12 |
| Long Distance - Urbana | 8.70 (2 calls) |
| LaSalle Hotel | 29.92 (Sept. 59) |
| { C.P. Telegraphs | 1.35 |
| confirmation re reserva- | |
| tion at LaSalle | |

\$ 75.04

~~- 29.92~~

Most of these are a bit old, but to our knowledge
they have not been sent through to you.

Thank you again for your assistance.

Sincerely,

Miss R. Nusbaum
for H. M. McLuhan.

RN
Encl.

McLuhan

14 Gregory Hall
Urbana, Illinois

January 5, 1960

Mr. Warren F. Seibert
TV Program Research Consultant
Room 35 - General Library
Purdue University
Lafayette, Indiana

Dear Warren:

I'll try to see you January 7, when I'm in town. Talked to McLuhan, Evans and others last night.

Marshall's pretty well along with scripting and hopes to try his syllabus on some classes in Toronto in next few weeks. Also plans to make some Videotape demonstration materials, in Houston, in cooperation with Evans. I hope we can wait a bit longer on this.

Walter promised to send more detail on the "phases" and what each involves, based on conference at my house before it started. I fear I don't have the detail Walter has (meaning of services, etc. in McLuhan project terms). If you and/or Walter can find in file, let me know. Since I was on the fly most of the time, I fear I didn't have clear notes on detail ---. Sort of thought this would be attached when contract came, but this isn't in much detail. (Precisely when what is due, etc.). Would appreciate, if you can find ---.

See you, I hope, when in town.

Best,

Harry J. Skornia
President

hjs:kh

b1cc: Mr. Marshall McLuhan

McLuhan
14 Gregory Hall
Urbana, Illinois

January 5, 1960

Dr. Marshall McLuhan
96 Saint Joseph Street
Toronto 5, Ontario, Canada

Dear Marshall:

Following your phone call -- and before I leave -- I note you have \$5,500 for travel (including committee); \$1,400 for supplies and materials (postage, stationery, rentals, etc.); and \$3,200 for services (could also include rentals -- but mostly for films, printing, etc.). Hence, I think you shouldn't hesitate to offer to reimburse Dick Evans for costs -- as discussed.

Best, in haste,

Harry J. Skornia
President

HJS:jp

✓ *1/20/60*
January 4th, 1960.

RECEIVED
NAEB HEADQUARTERS

JAN 14 1960

AM 7 8 9 10 11 12 1 2 3 4 5 6 PM

Mr. Harold E. Hill,
N.A.E.B.
14 Gregory Hall,
Urbana, Illinois.

Dear Harold:

[A very Happy New Year to you and your family.

As for myself, I managed to spend most of the Christmas vacation travelling. I don't see how Harry Skornia manages to endure that life. He deserves to have a t.v. circuit which would enable him to do his interviewing from an easy chair.]

Enclosed are some accounts which have accumulated over the months. The basic problem relating to them is that they must be paid in Canadian funds. But the rate of exchange varies from $5\frac{1}{4}$ to $5\frac{1}{2}$ and even 6%. Let us make it $5\frac{1}{4}$, so that if the rate happens to be above that when they receive payment they can add it to the next bill.

If it will save you any bother, I will be glad to send the cheque and invoice to the companies myself if you wish to forward them to me.

Some of the invoices may seem out of line and exorbitant. This is owing to the initial rental including an additional amount which does not occur in the subsequent invoices.

Am hoping to get down to Urbana before long.

Very best wishes.

Marshall

H.M. McLuhan/RN

Enclosures.

Mr. Hill: I'm waiting for statements from Walsh & Ross (re typewriter) and Office Equipment (re photocopying machine). Will send them on to you as soon as received. We owe for 3 or 4 months, but with the exception of \$25.75 (photocopying machine) which Prof. McLuhan paid, we still must be billed.

Sincerely,

Miss Susan

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
Office of Education, Washington 25, D. C.

January 1960

Instructions for the Preparation of Form No. OE-FM-22
Fiscal Report
Title VII, P. L. 85-864

General

Form No. OE-FM-22 shall be used to report expenditures incurred for grants awarded under Title VII of the National Defense Education Act of 1958 (P.L. 85-864). Reports shall be prepared within 30 days after the end of each fiscal quarter -- September 30, December 31, March 31, and June 30 -- and a final report shall be submitted within 30 days after the end of the project. An original and two copies of each report shall be forwarded to:

Fiscal Management Section
U. S. Office of Education
Department of Health, Education, and Welfare
Washington 25, D. C.

Reports shall be submitted on a cumulative basis and shall only include funds received from the Office of Education. For the purpose of quarterly reports, "expenditures" shall mean actual payments, obligations, firm commitments, or accrued expenditures, depending upon the accounting system used by the grantee. The final report shall show the actual cost of the project financed from Office of Education funds. All amounts reported should be rounded to the nearest dollar.

The statement of "Policies, Procedures, and Guidelines" for grants made pursuant to Title VII of the National Defense Education Act of 1958, dated June 15, 1959, a copy of which was provided grantees with the grant letter, contains general information on allowable costs. Information as to specific items of allowable costs is contained in the budget for each grant, which was also provided grantees with the grant letter. These documents are called to the attention of persons preparing fiscal reports for their information and guidance.

Heading

For the Fiscal Quarter Ending: Enter the ending date of the fiscal quarter for which the report is made. When submitting the final report, enter the words "Final report" in this space.

Grant Number: Enter the number assigned to the original grant even though there may be supplements or amendments to the grant which reflect different suffix numbers.

From: Enter the name and mailing address of the grantee.

Submitted by: Reports should be signed by the individual responsible for the fiscal operations of the grantee and his title should be indicated.

Date Submitted: Enter the date the report is submitted to the Office of Education.

Title of Project: Enter the title of the project being carried out under the grant.

Direct Costs

Enter the cumulative expenditures for each item of direct costs, giving details for "Salaries," "Services," and "Equipment Allowance" on Schedules A, B, and C, respectively, as appropriate. If there are expenditures for items of direct cost other than those listed, list these items and enter the amount for each in the space provided. If such items are not self-explanatory, explanation should be made on a separate sheet and attached to the report.

Indirect Costs

The amount for indirect costs shall be a percentage (not to exceed 15%) of total Office of Education direct costs. The rate used in determining the amount of indirect costs should be entered in the space provided.

Expenditures Previously Reported

Enter the total cumulative expenditures as shown on the previous quarterly report submitted for this grant. If any adjustments to this amount have been made since such report was submitted, such adjustments should be explained.

Expenditures This Quarter

The amount to be entered on this line will be the difference between total cumulative expenditures, reported above, and the expenditures previously reported.

Total Funds Received to Date

Enter the total amount of funds received from the Office of Education for this grant, including amendments or supplements, as of the date shown under "For the fiscal quarter ending," near the top of the form.

Total Expenditures to Date

Enter on this line the amount of cumulative expenditures reported on the "Total" line, above.

Balance on Hand

Enter the difference between the amounts reported on the two lines immediately preceding this line.

FISCAL REPORT
Title VII, Public Law 85-864

Grants for Research and Experimentation in More Effective Utilization of Television
Radio, Motion Pictures, and Related Media for Educational Purposes

| | | |
|---|-------------------------|--|
| For the Fiscal Quarter Ending: <i>September 30, 1960</i> | | Grant No: <i>711058</i> |
| From (Name and Address of Grantee): <i>Nash</i> | | Submitted by (Signature and Title): Date Submitted: |
| Title of Project: <i>Understanding Media</i> | | |
| Item | Cumulative Expenditures | |
| Direct Costs: | | |
| Salaries (Schedule A) | \$ <i>5625.00</i> | |
| Employee Services and Benefits | <i>1152.94</i> | |
| Travel | <i>1078.49</i> | |
| Supplies and Materials | <i>1007.80</i> | |
| Services (Schedule B) | <i>711.66</i> | |
| Equipment Allowance (Schedule C) | <i>204.35</i> | |
| Communications | <i>1005.40</i> | |
| Printing | | |
| Other Direct Costs (Itemize): | | |
| Subtotal, Direct Costs | <i>10,785.64</i> | |
| Indirect Costs (<i>15</i> % of Direct Costs) | <i>1,617.85</i> | |
| Total | <i>12,403.49</i> | |
| Expenditures Previously Reported \$ <i>17,650.25</i> | | |
| Expenditures This Quarter <i>12,403.49</i> | | |
| Total Funds Received to Date \$ <i>30,000.00</i> | | |
| Total Expenditures to Date <i>30,053.74</i> | | |
| Balance on Hand <i>53.74</i> | | |

SALARIES

| Staff: | | |
|---|-------------------|-----------------|
| Title | | Amount |
| <i>Marshall McLuhan, Project Director</i> | | <i>3 750.00</i> |
| <i>Ruth Muehauw, Secretary</i> | | <i>18 75.00</i> |
| Subtotal, Staff Salaries | | <i>5625.00</i> |
| Consultants: | | |
| No. Days of Consultant Services | Daily Rate of Pay | Amount |
| | | |
| Subtotal, Consultant Salaries | | |
| Total Salaries | | <i>5625.00</i> |

SERVICES

| Type of Service | Amount |
|----------------------------------|---------|
| Transcribing by Gutenberg Galaxy | \$65.00 |
| Transcribing by special notes | 75.00 |
| Preparing Kinescopes | 567.80 |
| | |
| | |
| | |
| Total Services | 1007.80 |

SCHEDULE B

EQUIPMENT ALLOWANCE

| Item of Equipment | Amount |
|---------------------------|--------|
| Rental and IBM Typewriter | 96.01 |
| " " Furniture | 171.61 |
| " " Ditto machine | 227.69 |
| " " Sonograph | 83.73 |
| " " Photocopy machine | 132.62 |
| | |
| | |
| | |
| Total Equipment Allowance | 711.66 |

SCHEDULE C

Scanned from the National Association of Educational Broadcasters Records
at the Wisconsin Historical Society as part of
"Unlocking the Airwaves: Revitalizing an Early Public and Educational Radio Collection."



A collaboration among the Maryland Institute for Technology in the Humanities,
University of Wisconsin-Madison Department of Communication Arts,
and Wisconsin Historical Society.

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the National Endowment for the Humanities



Any views, findings, conclusions, or recommendations expressed in this publication/collection do not necessarily reflect those of the
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